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ABSTRACT

This teacher's instructional guide, which is part of a family and consumer sciences education series focusing on a broad range of employment opportunities, is intended to assist teachers responsible for teaching one- and two-year consumer and family economics programs for Texas high school students. The following are among the items included: (1) introductory materials (course description; overview of course design; list of facilities, equipment, and resources; information about Family, Career, and Community Leaders of America; instructions for using the guide); (2) pertinent Texas Essential Knowledge and Skills; (3) sample block plans and block planning master; (4) recommended instructional strategies; (5) supervised career connections experiences; (6) blended activities; (7) creative ideas for presenting the material; (8) list of 91 print, organizational, and teaching aids. The following are among the topics covered in the program: the management process in financial planning; family economics throughout the family life cycle; technology as a financial management resource; the role of government in personal and family economics; the impact of the U.S. economy on individuals and families and the production and use of income; financial planning and economic security; employability

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skills transferable to multiple careers; careers in consumer and resource management; and supervised career connections experience. (MN)

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ED 448 313

# Consumer and Family Economics

## Teacher's Instructional Guide

Family and Consumer Sciences Education
Texas Education Agency
Austin, Texas

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# Consumer
# and
# Family Economics

## Teacher's Instructional Guide

Developed and disseminated by:
The Curriculum Center for Family and Consumer Sciences
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(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

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If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

## TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 22375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974

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# Course Description

**Consumer and Family Economics (CONS-ECO)** **12206310**
Recommended Grade Placement: 10-12 Credit: 1/2
Recommended Prerequisite: None

This technical course focuses on management of financial resources and obligations to meet personal and family needs across the life span. The course addresses consumer rights and responsibilities, family spending decisions, issues affecting consumers and the U.S. economy, effective consumer buying and consumer protection, credit management, technology implications, retirement planning, and family financial security. Career options available in consumer and resource management and strategies for managing multiple family, community, and career roles are part of the content.

# Overview of Course Design

The process of developing the essential knowledge and skills focused on bringing all Family and Consumer Sciences content up-to-date in reflecting cultural, societal, demographic, economic, and technological changes. Further, in order to accommodate the content additions and redirections necessary to achieve relevance, constraints on instructional time forced dropping content that, while "nice to know," is not "absolutely essential" in today's society. Following are examples of these and other new directions/emphases not evident in the above description of this course:

Consumer and Family Economics:
- focuses on the economic impact of family crises
- focuses on financial planning to achieve personal and family goals
- focuses on verbal, nonverbal, written, and electronic communication skills
- focuses on leadership and teamwork in preparation for adult roles
- focuses on promoting an appreciation and understanding of cultural diversity
- focuses on career options, preparation requirements, and management practices
- focuses on application of school-based learning in family, community, and employment settings

# Facilities, Equipment, and Resources

This technical course utilizes an instructional setting that accommodates development of Consumer and Family Economics essential knowledge and skills through locally selected instructional strategies. Although textbooks used for the previous Consumer and Family Economics course are available, they are dated and inadequate. Utilization of a rich variety of up-to-date resources and technologies, including computers, software, and the Internet, and hands-on laboratory experiences are critical for enriched instructional effectiveness, relevance, and retention.

# *Family, Career and Community Leaders of America*

Family, Career and Community Leaders of America activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (i.e., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific family and consumer sciences content are incorporated into the Consumer and Family Economics course. Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved.

FCCLA activities are included as integral parts of instruction within several components of this instructional guide. Each instance is denoted by the FCCLA emblem in the margin.

- **Instructional Strategies** – FCCLA activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **Instructional Strategies** – Suggested FCCLA activities are provided in a box at the end of the numbered set of strategies to generate additional ideas for projects and programs that are relevant to the overall Texas Essential Knowledge and Skills (TEKS) statement, but not tied to a specific strategy.
- **Supervised Career-connections Experiences** – Throughout the course, FCCLA projects and programs are suggested that, depending on depth and extent, could constitute a supervised career-connections experience.
- **Blended Activities** – A separate page has been included in this section to provide ideas for FCCLA projects and programs that address multiple Texas Essential Knowledge and Skills.

As a method of instruction rather than the sole point of instruction, Family, Career and Community Leaders of America programs and projects will be present in instruction but not itemized in block plans. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FCCLA Handbook*. Additional national resources helpful to Consumer and Family Economics teachers and students include handbooks for the various national programs, such as *Financial Fitness, Power of One,* and *Leaders at Work*.

# *How to Use the Instructional Guide*

You will be able to utilize the *Consumer and Family Economics Teacher's Instructional Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness.

## INTRODUCTION

Read the Introduction for information specific to the course on
- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Family, Career and Community Leaders of America

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Familiarize yourself with the TEKS for Consumer and Family Economics. A copy of the Texas Administrative Code, Chapter 122.63, is provided in this document for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, [i.e., (1), (2), (3)]. In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations [i.e., (A), (B), (C)]. Two pages have been allotted in the **Instructional Strategies** section for instructional strategies addressing each statement of expected student performance. Additional strategies that simultaneously address multiple statements of expected student performance are included in the **Supervised Career-connections Experiences** and **Blended Activities** sections of the instructional guide.

## BLOCK PLANS

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

## INSTRUCTIONAL STRATEGIES

Several instructional strategies are provided for each statement of expected student performance. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.

One of your greatest challenges in teaching the new TEKS is that of providing students with updated content information. Information changes so rapidly, and sources of information are so varied, that it is inappropriate and virtually impossible for the instructional guide to narrowly define much of the actual content. While some instructional strategies have built in obvious sources of information input, it is important for you to consciously seek and provide sources of information for each knowledge and skills expectation. The *Teacher's Instructional Guide* provides direction for resources and some background information sheets for both student and teacher use. Keeping abreast of content information can be accomplished through professional development, curriculum resources, professional organizations, and personal study. It is vital for all teachers continually to bring course content up-to-date.

The most important consideration is that students be enabled to meet each knowledge and skills expectation. Ask yourself continually, "How can I provide instruction so that students will know and be able to do what is expected?" As you analyze the student expectation provided in the shaded box at the top of each set of strategies, be sure to put that statement in the context of the general knowledge and skills statement.

> *For example, TEKS 1A states: The student is expected to utilize the decision-making process in financial planning and management. Remember that TEKS 1A, 1B, 1C, and 1D all fall under TEKS 1: The student incorporates the management process in financial planning to enhance economic security for individuals and families.*

To help you frame this important connection, eleven divider pages have been inserted within the instructional strategies – one before each new numbered TEKS statement.

The **Instructional Strategies** section has been designed to teacher specifications – to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

**Notes Column**

The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

| | |
|---|---|
| • where Teaching Aids provided in the guide have been used within the strategies | ***TA 1 Introduction to Consumer and Family Economics*** |
| • strategies which correlate with exit level TAAS objectives and academic principles for reading, writing, mathematics, science, and social studies | TAAS WRITING |
| • strategies that utilize technology applications | |
| • opportunities for integration of FCCLA programs and projects within specific strategies | FCCLA |

**Strategy Headers**

Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.

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Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)
- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**
- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**
- **RESEARCH** – The header usually designates the systematic search for and collection of information about a particular subject, although some activities may involve more extensive research methods or more formal research projects.
- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** – In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** – Few videotapes are referenced by name other than those available from The Curriculum Center for Family and Consumer Sciences; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

**Resources**

Space is provided at the end of each set of strategies for resources pertinent to each knowledge and skills expectation. Specific books, periodicals, agencies and organizations, videotapes, and Web sites are often listed, and space is provided for you to list additional resources.

A complete bibliography of all resources is provided under the tabbed divider, **Resources**.

## SUPERVISED CAREER-CONNECTIONS EXPERIENCES

Examples of career-connections experiences for students enrolled in the Consumer and Family Economics course are provided. The "Note to the Teacher" on the introductory page to this section provides additional information about supervised career-connections experiences. Teaching Aid 114, ***Activity Assessment***, has been provided as an example of an assessment tool for experiences such as these.

## BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass several knowledge and skills expectations. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 114, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FCCLA projects and programs that address multiple knowledge and skills expectations.

## CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

## TAAS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAAS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to Consumer and Family Economics content.

## RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, periodicals, agencies and organizations, videotapes, and Web sites.

A separate divider/section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

## TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!).

# Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

## Subchapter A. Home Economics Foundations, Middle School

*Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.*

### §122.1. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Home Economics Foundations, Middle School.

The provisions of this subchapter shall supersede §75.50(a) of this title (relating to Life Management Skills) beginning September 1, 1998.

*Source: The provisions of this §122.1 adopted to be effective September 1, 1998, 22 TexReg 5031.*

### §122.63. Consumer and Family Economics (One-Half Credit).

(a) General requirements. This technical course is recommended for students in Grades 10-12.

(b) Introduction. Consumer and resource management focuses on consumer practices and responsibilities, the management process, decision-making skills, career preparation, and the impact of technology on individual and family life. Individuals utilize acquired knowledge and skills to develop consumer and financial management expertise, occupational competence, and proficiency in managing multiple roles.

---

(c) Knowledge and skills.

(1) **Management of financial resources.** The student incorporates the management process in financial planning to enhance economic security for individuals and families.

The student is expected to:

(A) utilize the decision-making process in financial planning and management;

(B) determine the use of human and nonhuman resources in financial management;

(C) describe effects of individual and family priorities on financial decisions across the life span; and

(D) describe effects of cultural, demographic, and societal factors on family financial decisions.

(2) **Management of financial resources.** The student analyzes family economics throughout the family life cycle.

The student is expected to:

(A) describe stages of the family life cycle;

(B) identify financial obligations and opportunities throughout the family life cycle;

(C) explain the effect of local, national, and global economics on families throughout the family life cycle;

(D) determine the influences of changing demographics on the family life cycle;

(E) analyze living costs such as housing, food, and transportation throughout the life cycle; and

(F) analyze the economic impact of crises on the family.

(3) **Management of financial resources.** The student determines the impact of technology as a financial management resource.

The student is expected to:

(A) describe uses of technology for financial management processes;

(B) determine the impact of technology on marketing strategies and consumer fraud; and

(C) summarize uses of technology in communication and information access.

(4) **Government, the economy, and societal issues.** The student analyzes the role of government in personal and family economics.

The student is expected to:

(A) identify local, state, and national government services affecting the consumer;

(B) assess current laws and the impact on rights and responsibilities of the consumer;

(C) describe consumer protection policies and practices;

(D) describe how the consumer is affected by tax laws and the U.S. economy; and

(E) explain the principle of "opportunity costs" and how it affects family financial decisions.

(5) **Government, the economy, and societal issues.** The student determines the impact of the U.S. economy on individuals and families.

The student is expected to:

(A) summarize effects of the free enterprise system on families;

(B) analyze how family spending decisions are affected by competition, profit, and supply and demand; and

(C) determine how technology used in the banking and financial industry impacts the individual and family.

(6) **Government, the economy, and societal issues.** The student analyzes issues affecting consumers and the U.S. economy.

The student is expected to:

(A) discuss the economic impact on consumers of legislation dealing with issues such as global markets, welfare, crime, and immigration; and

(B) analyze economic rights and responsibilities of individuals and families as consumers.

(7) **Economic security.** The student assesses factors affecting the production and use of income.

The student is expected to:

(A) determine sources of income;

(B) describe effects of personal and family priorities and goals on income and financial planning;

(C) evaluate the effectiveness of financial planning in reflecting personal and family goals;

(D) summarize the effects of external economic influences on spending decisions; and

(E) determine the components of effective consumer buying.

(8) **Economic security.** The student explains the relationship of financial planning to economic security.

The student is expected to:

(A) identify components of a budget;

(B) explain the functions, types, and services of financial institutions;

(C) identify savings and investment opportunities;

(D) relate insurance types to individual and family needs;

(E) explain the relationship between retirement planning and family financial security;

(F) compare sources and costs of credit;

(G) describe effective use of credit;

(H) develop an effective individual or family budget and record keeping system;

(I) utilize technology to examine personal financial management plans; and

(J) identify professional financial planning resources.

(9) **Career preparation.** The student exhibits employability skills transferable to multiple careers.

The student is expected to:

(A) determine various careers compatible with personal characteristics, interests, and abilities;

(B) demonstrate verbal, nonverbal, written, and electronic communication skills;

(C) assess interpersonal skills and attitudes appropriate for the workplace;

(D) describe grooming, dress, and etiquette appropriate for the workplace;

(E) demonstrate skills, characteristics, and responsibilities of leaders and effective team members;

(F) analyze transferable financial and business management skills;

(G) determine continuing education opportunities that enhance career options, career advancement, and lifelong learning; and

(H) demonstrate effective techniques to secure, maintain, and terminate employment.

(10) **Career preparation.** The student analyzes career choices available in consumer and resource management.

The student is expected to:

(A) determine employment and entrepreneurial opportunities and preparation requirements in the field of consumer and resource management;

(B) determine potential income, job availability, and geographical influences of career options;

(C) determine strategies for managing multiple family, community, and wage-earner roles; and

(D) utilize short-term and long-term career goals and career information to develop a personal career plan.

(11) **Career preparation.** The student completes a supervised career-connections experience applying knowledge and skills developed in the study of consumer and family economics.

The student is expected to:

(A) determine home and business applications of knowledge and skills developed in the study of consumer and family economics; and

(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of consumer and family economics.

# Explanation of Block Plans

## NOTE TO THE TEACHER

The block plans are included strictly as one example of how the Consumer and Family Economics course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

# Consumer and Family Economics

Sample Six Weeks Plan
55 minute periods

## 1st Six Weeks

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Week 1 | ***EKS #1 Management Process in Financial Planning*** | | | | |
| | *Course introduction*<br>**1A** *Decision-making process in financial planning*<br>**11A & B** *Introduction to career-connections experience* | | **1B** *Use of human and nonhuman resources* | **1C** *Effects of priorities on financial decisions* | **1D** *Effects of cultural, demographic, and societal factors on family financial decisions* |
| Week 2 | ***EKS #2 Family Economics Throughout the Family Life Cycle*** | | | | |
| | **2A** *Stages of the family life cycle* | **2B** *Financial obligations and opportunities* | **2C** *Effect of local, national, and global economics on families* | **2D** *Influences of changing demographics*<br>**2E** *Living costs throughout the life cycle*<br>**2F** *Economic impact of crises on the family* | |
| Week 3 | ***EKS #3 Impact of Technology as a Financial Management Resource*** | | | | |
| | **3A** *Uses of technology for financial management processes* | | **3B** *Impact of technology on marketing strategies and consumer fraud* | | **3C** *Uses of technology in communication and information access* |
| Week 4 | ***EKS #4 Role of Government in Personal and Family Economics*** | | | | |
| | **4A** *Local, state, and national government services affecting consumers* | **4B** *Current laws and the impact on rights and responsibilities of the consumer* | | **4C** *Consumer protection policies and practices* | **4D** *How the consumer is affected by tax laws and the U.S. economy* |
| Week 5 | **4D** *Continued* | **4E** *Principle of "opportunity costs"* | ***EKS #5 Impact of U.S. Economy***<br>**5A** *Effects of the free enterprise system on families* | | **5B** *How family spending is affected by competition, profit, and supply and demand* |
| Week 6 | **5B** *Continued* | **5C** *Impact of technology used in the banking and financial industry* | | *Review* | *Test* |

# Consumer and Family Economics

Sample Six Weeks Plan
55 minute periods

## 2nd Six Weeks

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Week 1 | ***EKS #6 Issues Affecting Consumers and the U.S. Economy***<br>**6A** *Economic impact of legislation dealing with global markets, welfare, crime, and immigration* | | **6B** *Economic rights and responsibilities of individuals and families as consumers* | | |
| Week 2 | ***EKS #7 Factors Affecting the Production and Use of Income***<br>**7A** *Sources of income* | | **7B** *Effects of personal and family priorities and goals on financial planning* | | |
| Week 3 | **7C** *Effectiveness of financial planning in reflecting goals* | | | **7D** *Effects of external economic influences on spending decisions* | |
| Week 4 | **7E** *Components of effective consumer buying* | | ***EKS #8 Relationship of Financial Planning to Economic Security***<br>**8A** *Components of a budget* | | **8B** *Functions, types, and services of financial institutions* |
| Week 5 | **8B** *Continued* | **8C** *Savings and investment opportunities* | | **8D** *How insurance types relate to individual and family needs* | |
| Week 6 | **8D** *Continued* | **8E** *Retirement planning and family financial security* | | *Review* | *Test* |

# Consumer and Family Economics

Sample Six Weeks Plan
55 minute periods

## 3rd Six Weeks

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Week 1 | **8F** *Sources and costs of credit* | | **8G** *Effective use of credit* → | | |
| Week 2 | **8H** *Effective individual or family budget and record keeping system* | | | **8I** *Use of technology to examine personal financial management plans* | |
| Week 3 | **8J** *Professional financial planning resources* | | ***EKS #9 Employability Skills***<br>**9F** *Transferable financial and business management skills* | **9B** *Effective communication skills*<br>**9E** *Effective leaders and team members* | |
| Week 4 | **9C** *Interpersonal skills and attitudes appropriate for the workplace*<br>**9D** *Grooming, dress, and etiquette appropriate for the workplace* | | **9H** *Effective techniques to secure, maintain, and terminate employment* | **9A** *Careers compatible with personal characteristics, interests, and abilities* | |
| Week 5 | ***EKS #10 Career Choices in Consumer and Resource Management***<br>**10A** *Employment and entrepreneurial opportunities and preparation requirements*<br>**10B** *Potential income, job availability, and geographical influences of career options* | | **9G** *Continuing education opportunities* | **10C** *Strategies for managing multiple family, community, and wage-earner roles* | |
| Week 6 | **10D** *Short-term and long-term goals* | | ***EKS #11 Career-Connections Experiences***<br>**11A & B** *Culmination of career-connections experiences* | *Review* | *Exam* |

# Consumer and Family Economics

Sample Six Weeks Plan
90 minute periods

## 1st Six Weeks

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Week 1 | ***EKS #1 Management Process in Financial Planning***<br>*Course introduction*<br>**1A** *Decision-making process in financial planning*<br>**11A & B** *Introduction to career-connections experience* | | **1A** *Continued*<br>**1B** *Use of human and nonhuman resources* | | **1C** *Effects of priorities on financial decisions*<br>**1D** *Effects of cultural, demographic, and societal factors* |
| Week 2 | | ***EKS #2 Family Economics Throughout the Family Life Cycle***<br>**2A** *Stages of the family life cycle*<br>**2B** *Financial obligations and opportunities* | | **2C** *Effect of local, national, and global economics*<br>**2D** *Influences of changing demographics* | |
| Week 3 | **2E** *Living costs throughout the life cycle*<br>**2F** *Economic impact of crises on the family* | | ***EKS #3 Impact of Technology as a Financial Management Resource***<br>**3A** *Uses of technology for financial management*<br>**3B** *Impact of technology on marketing strategies and fraud* | | **3B** *Continued*<br>**3C** *Uses of technology in communication and information access* |
| Week 4 | | ***EKS #4 Role of Government in Personal and Family Economics***<br>**4A** *Local, state, and national government services*<br>**4B** *Current laws and impact on the consumer* | | **4C** *Consumer protection policies and practices*<br>**4D** *Effects of tax laws and the U.S. economy* | |
| Week 5 | **4D** *Continued*<br>**4E** *Principle of "opportunity costs"* | | ***EKS #5 Impact of U.S. Economy***<br>**5A** *Effects of the free enterprise system on families* | | **5B** *How family spending is affected by competition, profit, and supply and demand* |
| Week 6 | | **5C** *Impact of technology used in the banking and financial industry*<br>*Review* | | *Test* | |

# Consumer and Family Economics

Sample Six Weeks Plan
90 minute periods

## 2nd Six Weeks

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Week 1 | ***EKS #6 Issues Affecting Consumers and the U.S. Economy***<br>**6A** *Economic impact of legislation on consumers* | | **6B** *Economic rights and responsibilities of individuals and families* | | ***EKS #7 Production and Use of Income***<br>**7A** *Sources of income* |
| Week 2 | | **7A** *Continued*<br>**7B** *Effects of personal and family priorities and goals on income and financial planning* | | **7B** *Continued*<br>**7C** *Effectiveness of financial planning in reflecting goals* | |
| Week 3 | **7C** *Continued* | | **7D** *Effects of external economic influences on spending decisions* | | **7E** *Components of effective consumer buying* |
| Week 4 | | ***EKS #8 Relationship of Financial Planning to Economic Security***<br>**8A** *Components of a budget* | | **8B** *Functions, types, and services of financial institutions* | |
| Week 5 | **8C** *Savings and investment opportunities* | | **8D** *How insurance types relate to individual and family needs* | | **8D** *Continued*<br>**8E** *Retirement planning and family financial security* |
| Week 6 | | **8E** *Continued*<br>*Review* | | *Test* | |

# Consumer and Family Economics

## Sample Six Weeks Plan
## 90 minute periods

## 3rd Six Weeks

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Week 1 | **8F** *Sources and costs of credit* | | **8F** *Continued*<br>**8G** *Effective use of credit* | | **8G** *Continued*<br>**8H** *Effective budget and record keeping system* |
| Week 2 | | **8H** *Continued* | | **8I** *Use of technology to examine personal financial management plans* | |
| Week 3 | **8J** *Professional financial planning resources* | | ***EKS #9 Employability Skills***<br>**9F** *Transferable financial and business management skills*<br>**9B** *Communication skills*<br>**9E** *Leaders and team members* | | **9C** *Interpersonal skills and attitudes*<br>**9D** *Workplace grooming, dress, and etiquette* |
| Week 4 | | **9C & D** *Continued*<br>**9H** *Effective techniques to secure, maintain, and terminate employment* | | **9A** *Careers compatible with personal characteristics, interests, and abilities*<br>**10A** *Employment and entrepreneurial opportunities* | |
| Week 5 | **10A** *Continued*<br>**10B** *Income, job availability, and geographical influences*<br>**9G** *Continuing education opportunities* | | **10C** *Strategies for managing multiple family, community, and wage-earner roles* | | **10D** *Short-term and long-term goals* |
| Week 6 | | ***EKS #11 Career-connections Experience***<br>**11A & B** *Culmination of career-connections experience*<br>*Review* | | *Exam* | |

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## Sample Six Weeks Plan
55 minute periods

## _________ Six Weeks

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Week 1 | | | | | |
| Week 2 | | | | | |
| Week 3 | | | | | |
| Week 4 | | | | | |
| Week 5 | | | | | |
| Week 6 | | | | | |

Sample Six Weeks Plan
90 minute periods

## ________ Six Weeks

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Week 1 | | | | | |
| Week 2 | | | | | |
| Week 3 | | | | | |
| Week 4 | | | | | |
| Week 5 | | | | | |
| Week 6 | | | | | |

# Consumer and Family Economics

Knowledge and Skills.

(1) Management of financial resources.

**The student incorporates the management process in financial planning to enhance economic security for individuals and families.**

***The student is expected to:***

(A) utilize the decision-making process in financial planning and management;

(B) determine the use of human and nonhuman resources in financial management;

(C) describe effects of individual and family priorities on financial decisions across the life span; and

(D) describe effects of cultural, demographic, and societal factors on family financial decisions.

***1A - The student is expected to utilize the decision-making process in financial planning and management.***

Teaching Aid 1, ***Introduction to Consumer and Family Economics***, may be used as a guide for preparing and presenting a course introduction for the Consumer and Family Economics course.

**NOTES**

***TA 1*** ***Introduction to Consumer and Family Economics***

Strategies for TEKS 1A introduce students to decision-making and financial planning concepts; provide opportunities to practice steps in the decision-making process; and lead students to identify ways decision making can be utilized in financial planning and management. Refer to **Supervised Career-connections Experiences** and **Blended Activities** for strategies that provide students with additional opportunities to utilize the decision-making process in financial planning and management.

### 1) RESEARCH/INDIVIDUAL ACTIVITY

Provide students with a copy of Teaching Aid 2, ***Financial Planning***, and have them read the brief introduction to the concept of financial planning.

***TA 2*** ***Financial Planning***

Write the terms *decision making* and *financial planning* on the board or overhead. Have students consult references to answer the following questions in writing:
- What is financial planning and why is it important?
- How does wise decision making contribute to successful financial planning by individuals and families?

Lead students to share and discuss their responses.

**TAAS WRITING**

### 2) CLASS DISCUSSION/GROUP ACTIVITY

Lead a class discussion on decision making. Point out that the process of careful decision making is important if family goals are to be reached within available resources. Explain that the decision-making process involves carefully comparing benefits and costs of alternatives before making a decision. Have students view Teaching Aid 3, ***Steps in Decision Making***, and help students understand each step.

***TA 3*** ***Steps in Decision Making***

Ask students to list some examples of decisions/problems faced by individuals and families. Take one of the examples and lead students through each step in the decision-making process to reach a possible decision.

Divide students into groups, and have each group select one of the problems listed by the class. Instruct each group to work through steps in the decision-making process and arrive at a recommended deci-

NOTES

*TA 4a Decision-making Grid*

*TA 4b Decision-making Grid Example*

sion. Have each group present their final decision, along with a summary of how the decision was reached. **Note**: This activity could be used in planning a FCCLA project or fund-raising activity.

### 3) INDIVIDUAL ACTIVITY

Provide each student with Teaching Aid 4a, ***Decision-making Grid***. Use Teaching Aid 4b, ***Decision-making Grid Example***, to walk students through an example of how the grid can be used as a basis for listing and comparing alternatives. Have each student propose a product or service for future purchase and use the Decision-making Grid to analyze the proposed purchase. Students might compare alternatives using newspaper advertisements, product circulars, Internet sites, or visits to stores. When the assignments are completed, display the completed grids and have students share and discuss their findings.

***KEY QUESTIONS***

- How did using the grid help emphasize factors to consider before making the purchase?
- How were your decisions impacted by the grid results?
- How would such a tool help reduce the chance of impulsive spending?
- What are examples of other tools or practices that might promote good decisions, sound financial planning, and effective financial management? (Examples might include a spending plan or budget, filing system, or record keeping system.)

### FCCLA ACTIVITIES

- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**PUBLICATIONS**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 5C, "Financial Planning," and Module 8B, "Goal Setting and Decision Making."

***1B - The student is expected to determine the use of human and nonhuman resources in financial management.***

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

## 1) VISUAL DISPLAY/CLASS DISCUSSION

Lead students to define the terms *human resources* and *nonhuman resources*. *Human resources* are personal qualities and abilities – those resources that exist within individuals. *Nonhuman resources* are resources found outside individuals. Display Teaching Aid 5, ***Resources***, and lead students to cite a few specific examples of the various human and nonhuman resources listed on the teaching aid.

*TA 5 Resources*

Have students work in groups to generate examples of specific human and nonhuman resources that could be used in financial management. Have them consult references, the Internet, or other resources as needed. Ask each group to create a visual display that summarizes their findings (e.g., chart, poster, collage). After students have viewed the various displays, lead a class discussion on the use of human and nonhuman resources in financial management.

***KEY QUESTIONS***

- How do human resources differ from nonhuman resources?
- What are examples of resources that are limited?
- What are examples of resources that are readily available to all?
- How can thinking skills, such as decision making, be used as financial management resources?
- What are ways to expand human resources?
- Why is it important to know about all possible resources available to you in financial management?

## 2) GROUP ACTIVITY/CLASS DISCUSSION

Divide students into small groups. Have groups discuss and investigate ways individuals in the community can improve or develop additional resources. Examples include the following:

- Classes offered locally (such as through community centers or the parks and recreation department) – look in newspapers or circulars
- "How to" or self-improvement ideas found in library books
- Opportunities to build skills or develop talents through activities at church or other organizations
- Classes offered via distance learning or at local colleges – check the Internet, college catalogs, or continuing education announcements

NOTES

***KEY QUESTIONS***

- What classes are available within your community to help families with money management?
- What classes are available to help individuals improve personal skills? (i.e., communication, woodworking, interior design, food preparation)
- What self-improvement courses are available at no cost? Low cost? High cost?
- What additional opportunities exist for individuals to improve or develop additional resources? (i.e., via the Internet, self-improvement publications, FCCLA projects)

### 3) PROJECT/FCCLA

Guide students in selecting, planning, and completing a Power of One: A Better You self-improvement project to develop or improve one or more resources useful in effective financial management.

## RESOURCES

*1C - The student is expected to describe effects of individual and family priorities on financial decisions across the life span.*

**NOTES**

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

## 1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Explain that a *priority* may be defined as something that takes precedence over other things – an activity or action that demands attention over other activities or actions. Ask students to list ten priorities of importance to them; have them rank the priorities in general order of importance. If students have difficulty identifying priorities, stimulate thinking by asking them to complete statements such as the following:
- If I received $1,000, the first things I would spend it on are . . .
- If I had two weeks to spend any way I wanted, I would . . .
- If my house were burning, three things I would first save are . . .
- If I could wish for three things, they would be . . .

Based on the various priorities represented, lead students to brainstorm and develop a class list of examples of personal priorities typical of the adolescent stage of life.

***KEY QUESTIONS***
- Where do individuals and families get their priorities?
- What factors influence priorities?
- Why is it important for individuals and families to recognize their priorities?
- How do priorities influence decisions? Give an example.
- Can priorities be changed? Give an example.

To demonstrate how priorities may vary among family members, have students list accessories they would want in a car if they could have their choice. Have them then ask a parent or another older family member what accessories they consider important in a car for themselves and also in a car for their children. Lead students to compare responses and draw conclusions about how priorities across the life span seem to impact this specific financial decision.

## 2) CLASS DISCUSSION/CASE STUDIES

Use Teaching Aid 6, ***Why Determine Priorities?***, to lead a discussion on the importance of determining individual and family priorities in financial planning and management.

***TA 6 Why Determine Priorities?***

Lead students to discuss how families determine personal priorities and philosophies of what is important in their lives and to identify some priorities that are important to families. Examples of family priorities might include family relationships, security, health, religion, education, financial security, nice possessions, helping others, travel, recognition, work, freedom, citizenship, entertainment, etc.

**NOTES**

TA 7 *Family Priorities Case Studies*

**TAAS WRITING**

Write family priorities identified by students on index cards, listing one priority per card. Divide students into pairs, and give each pair one of the cards with instructions to write a case study describing a family who considers that priority very important. Teaching Aid 7, ***Family Priorities Case Studies***, provides an example and directions for writing the case studies. Lead students to share and discuss their case studies.

*KEY QUESTIONS*

- What seemed to be the top priorities of each family described?
- How did the priorities set by each family impact their daily financial decisions?
- What are examples of things the family gave up in order to accomplish the things they have set as priorities?

### 3) VISUAL DISPLAY/WRITTEN EXERCISE

Divide students into groups, and assign each group one of the following life span stages:

- Early Adolescence – 12-14 years
- Middle/Late Adolescence – 15-19 years
- Early Adulthood – 20-39 years
- Middle Adulthood – 40-65 years
- Late Adulthood – over 65 years

TA 8 *Financial Decisions and Priorities Across the Life Span*

Ask each group to develop a visual display depicting financial decisions (i.e., purchases, savings, investments) typical of their assigned stage. Display each group's work. Have students rotate through the displays and complete Teaching Aid 8, ***Financial Decisions and Priorities Across the Life Span***. Explain that students are to describe in the left column the financial decisions depicted for each stage. In the right column, they are to write priorities they infer might be held by individuals or families making the decisions; note that inferred priorities will likely vary among students. Lead students to share and discuss their completed charts.

### 4) GROUP ACTIVITY

Reassemble students into their life span groups from Strategy 3. Have each group research financial decisions appropriate for each stage and then present their stage as the "one" that requires the greatest skills in making financial decisions. Each group should cite specific decisions that need to be made, potential results of good decisions, and resources to aid individuals and families at that particular stage.

***1D - The student is expected to describe effects of cultural, demographic, and societal factors on family financial decisions.***

**NOTES**

## 1) GROUP ACTIVITY/CLASS DISCUSSION

Introduce the concept that family financial decisions are influenced by a multitude of cultural, demographic, and societal factors. Briefly describe what is meant by each of the categories, and lead students to cite examples of each. Teaching Aid 9, ***Cultural, Demographic, and Societal Factors***, may be used as a handout to generate or add to students' examples. Point out that the categories often overlap, so students should not be too concerned whether to categorize a specific factor, for example, as demographic or societal.

***TA 9 Cultural, Demographic, and Societal Factors***

Have students work in groups to complete Teaching Aid 10, ***Influences on Family Financial Decisions***. In the left column, students will list specific factors such as those cited by the class. In the right column, they will describe how the factor might impact family financial decisions. For example, under "Societal" the student might list "workers changing jobs more frequently." A potential impact might be "families need to keep enough money in a reserve savings account to get through periods of job changes or resulting moves."

***TA 10 Influences on Family Financial Decisions***

Have students share and compare their completed charts. Lead a class discussion on the effects of cultural, demographic, and societal factors on family financial decisions.

***KEY QUESTIONS***

- What factors have you observed impacting your family?
- Which factors do you predict will have the greatest effect on you and your family in the future? the least effect?
- Why is it important for individuals and families to recognize factors that impact their financial decisions?

## 2) GUEST SPEAKER

Invite a guest speaker, such as a Certified Financial Planner or credit counselor, to speak to the class on the effects of cultural, demographic, and societal factors on family financial decisions. Provide the speaker with background of students' work and discussion from Strategy 1. Prior to the presentation, have students prepare questions on index cards for the speaker. Following the presentation, have students add new information as applicable to their charts from Strategy 1 (Teaching Aid 10).

**NOTES**

*TA 11* ***Financial Decisions Case Studies***

**TAAS WRITING**

### 3) CASE STUDIES

Have students read the case studies presented in Teaching Aid 11, ***Financial Decisions Case Studies***. Ask students to prepare written responses to the following questions:

- What financial decisions are faced by the individuals/families in each case study?
- What cultural, demographic, or societal factors are evident in each case study?
- How might the identified factors influence financial decisions of the individuals and families described?

Lead students to share and discuss their responses.

## RESOURCES

# Consumer and Family Economics

Knowledge and Skills.

(2) Management of financial resources.

**The student analyzes family economics throughout the family life cycle.**

***The student is expected to:***

(A) describe stages of the family life cycle;

(B) identify financial obligations and opportunities throughout the family life cycle;

(C) explain the effect of local, national, and global economics on families throughout the family life cycle;

(D) determine the influences of changing demographics on the family life cycle;

(E) analyze living costs such as housing, food, and transportation throughout the life cycle; and

(F) analyze the economic impact of crises on the family.

*2A - The student is expected to describe stages of the family life cycle.*

**NOTES**

*TA 12 Family Life-cycle Stages*

## 1) TEAMWORK/ORAL PRESENTATION

Display Teaching Aid 12, ***Family Life-cycle Stages***, on the overhead projector. Place nine blank poster boards or large sheets of paper on the walls around the room, each titled with one of the nine stages. (Note that the Parenting Stage is divided into four substages, i.e., Parenting: Toddler.) The family life-cycle posters/sheets can be used in strategies for TEKS 2A, 2B, and 2E.

**TAAS READING**

Divide the class into nine teams – one for each stage. Instruct each group to consult references, the Internet, and other resources as needed to describe general characteristics of their assigned life-cycle stage and primary tasks of families in that stage. Ask each group to write their description on a large index card and tape it to the corresponding poster/sheet. Have each team cut pictures representing their assigned stage from magazines and add the pictures to their life-cycle poster/sheet.

Starting with the Beginning Stage, have team representatives describe each life-cycle stage and point out primary tasks of families in that stage. Use the presentations as a springboard for a class discussion on stages of the family life cycle.

***KEY QUESTIONS***

- What are examples of characteristics and tasks unique to specific stages of the family life cycle?
- What are examples of characteristics and tasks common among most or all stages of the family life cycle?

## 2) WRITTEN EXERCISE/CLASS DISCUSSION

**TAAS WRITING**

Have each student answer the following questions in writing. Lead students to share and discuss their responses.

- Do families progress through each stage of the family life cycle in an orderly, sequenced fashion? Explain and give examples. (e.g., All families are different. Some couples reenter the beginning stage by having a baby as older children are being launched, so their midyears overlap the parenting stages. Circumstances such as death of a spouse or divorce may create blended families in multiple stages.)
- Given that the stages are not "definite," why is it helpful to understand the stages of the family life cycle?

**NOTES**

**3) INTERVIEW**

Divide the class into groups. Have each group conduct audiotaped or videotaped interviews of individuals or groups that represent three of the stages in the family life cycle. Coordinate assignments so that all life-cycle stages end up being equally represented. The interviewing student should ask respondents to describe both joys and challenges of their current life-cycle stage – including financial obligations and opportunities unique to the particular stage*.
(*This information can be used in TEKS 2B, Strategy 1.)

Have students report their findings and present selected highlights of their interviews to the class. To extend the activity, FCCLA members could edit and compile interview results to promote an understanding of families through a Families First: Families Today presentation/project.

## RESOURCES

***2B - The student is expected to identify financial obligations and opportunities throughout the family life cycle.***

**NOTES**

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

## 1) BRAINSTORMING/CLASS DISCUSSION

Write the following terms on the board or overhead: *financial obligations* and *financial opportunities*. Point out to students that families encounter both financial obligations and financial opportunities throughout the family life cycle. A *financial obligation* might be loosely defined as an expense one is obliged to pay (i.e., a debt or required payment). A *financial opportunity* relates to a good chance for financial advancement (i.e., an investment opportunity). The two categories are not mutually exclusive – a financial obligation can also be an opportunity (e.g., purchasing a house).

Referring to Teaching Aid 12, ***Family Life-cycle Stages***, and to the life-cycle posters/sheets posted around the room from TEKS 2A, lead students to brainstorm major purchases and financial obligations that families are likely to encounter at each stage of the family life cycle. Include responses from interviews conducted in TEKS 2A, Strategy 3. As obligations are identified, have a student write them on the appropriate life-cycle poster/sheets. Then go through the same process of identifying and recording financial opportunities likely to be encountered by families at each life-cycle stage.

***TA 12 Family Life-cycle Stages***

Lead a class discussion on financial obligations and opportunities throughout the family life cycle.

***KEY QUESTIONS***

- What is the difference between financial obligations and opportunities?
- What are examples of financial obligations and opportunities at each stage of the family life cycle?
- During which stages do financial obligations typically require the largest percentage of a family's financial resources? Why?
- During which stages can more of a family's financial resources be used to take advantage of financial opportunities? Why?
- What is an example of a financial obligation that might be viewed as an opportunity?
- What is an example of a financial opportunity that might become an obligation?

NOTES

TA 13 a-b *Financial Obligations and Opportunities Throughout the Family Life Cycle*

TA 13 c-d *Completed Sample*

## 2) INDIVIDUAL ACTIVITY

Provide students with a copy of Teaching Aids 13a-b, ***Financial Obligations and Opportunities Throughout the Family Life Cycle***, and have them complete the chart. Instruct them to write in the left column tasks or characteristics of each stage and in the right column financial obligations and opportunities related to the stage. An example of a completed chart has been provided in Teaching Aids 13c-d for your convenience in providing examples and helping guide students through the activity. Lead students to share responses. (One possibility is to make a transparency of Teaching Aids 13a-b and summarize responses on an overhead as students share them.)

### FCCLA ACTIVITIES

- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

***2C - The student is expected to explain the effect of local, national, and global economics on families throughout the family life cycle.***

The remainder of the course incorporates many basic principles of economics. Textbooks for the Economics course, as well as those on Consumer and Family Economics, will serve as helpful references for many concepts. For your convenience, Teaching Aid 14, ***Teacher's Vocabulary Master***, provides sample definitions for various vocabulary terms that are referenced in the *Teacher's Instructional Guide*.

### 1) GUEST SPEAKER/CLASS DISCUSSION

Have students consult references to define the following terms: *economics, goods, services,* and *consumer*. Use Teaching Aid 15, ***Defining Economics***, to reinforce students' definitions.

Display a large world map. State that the production, distribution, and consumption of goods and services occurs everywhere – in your community at the local level, across the United States on a national level, and in all countries throughout the world (globally). Note that students and their families are impacted by economic activity that occurs at all levels – local, national, and global.

Invite an Economics teacher to help class members gain a better understanding of local, national, and global economics. Pointing to your community on the world map, you might have students cite examples of economic activity within the community. Have them include examples of economic activity unique to the local community (e.g., growing cotton, ranching, clothing manufacturing). Then lead them to compare how economic activities might vary between the United States and specific other nations referenced on the map.

### 2) GROUP ACTIVITY/CLASS DISCUSSION

State that economics impacts every aspect of students' lives; have them brainstorm all the ways economics touches their lives from the moment they wake up until they go to bed at night. Point out that these economic impacts do not just involve things that happen in the local community, but are very much influenced by national and global factors. For example, they may use a cordless phone that was purchased locally, is serviced by a national company, and was produced overseas.

Divide students into groups, and have each group select from a newspaper, television report, or other media a current story involving a family. Work with groups to ensure that various stages of the family life cycle are represented in the stories selected for the activity. Ask each group to determine how that family was or might have been affected by local, national, or global economics. Have students

**NOTES**

***TA 14*** ***Teacher's Vocabulary Master***

***TA 15*** ***Defining Economics***

**SOCIAL STUDIES**

NOTES

summarize their stories and present their findings to the class. Use the information as a springboard for a class discussion about ways local, national, and global economics impact families.

***KEY QUESTIONS***

- How were families in the shared stories affected by local economics? by national economics? by global economics?
- What are examples of positive effects of economic factors on the families?
- What are examples of negative effects of economic factors?
- Why is it important to understand how economic factors affect families throughout the family life cycle?
- What are ways the families in the stories might have maximized the positive effects of economics on their family? minimized the negative effects?

*TA 16 Case Studies: Economic Effects*

SOCIAL STUDIES

### 3) CASE STUDIES

Have students analyze case studies about families in two very different situations. Use the case study examples in Teaching Aid 16, ***Case Studies: Economic Effects***, or have students generate case studies based on more recent world events. Ask students to compare the economic factors having the greatest impact on the two families and potential consequences.

**Note**: As an alternate activity, students could work with a Social Studies class to generate case studies of families based on current world events. The Internet could serve as a primary resource for this activity.

TAAS WRITING

### 4) WRITTEN EXERCISE

Have students demonstrate their understanding of the effect of local, national, and global economics on families by answering the following questions in writing:

- What are examples of ways that local, national, and global economics affect your own family? (e.g., parent may be employed by a manufacturing company that is prospering or that is laying off employees; may have a family business whose success depends on the success of cotton farmers each year)
- What local, national, and global economic factors do you think will most impact your future family as you enter the Beginning Stage of the family life cycle? (e.g., level of inflation, which impacts interest rates earned on savings or paid on loans or home mortgages)
- What can you learn or do to prepare yourself better to deal with future challenges and opportunities related to economic factors?

***2D - The student is expected to determine the influences of changing demographics on the family life cycle.***

**NOTES**

## 1) RESEARCH/CLASS DISCUSSION

Have students define *demography* and *demographics*. *Demography* is the science of vital and social statistics, such as births, deaths, marriages, etc., of a population. *Demographics* are the statistical data of a population, such as average age, income, ethnicity, and education.

Have students research references, periodicals, and the Internet to determine demographic trends for the U.S., state, and local population (e.g., growth of older adult population). City or county officials could be contacted to locate sources of local information. Have each student use 5x8 index cards to record bibliographic information and relevant notes for each resource and reference used. They will need to record bibliographic information so they can easily relocate the source, as well as recording information to share with classmates about demographic trends and data. Teaching Aid 17, ***Documenting References and Resources***, can be used to help students in compiling and organizing information.

*TA 17 **Documenting References and Resources***

TAAS READING

Lead students to share trends discovered and develop a class list of key demographic trends in the U.S. and state. Refer back to Teaching Aid 9, ***Cultural, Demographic, and Societal Factors***, to incorporate trends that may have been previously discussed. Lead students to discuss how trends could impact families at various stages of the family life cycle.

*TA 9 **Cultural, Demographic, and Societal Factors***

Suggested Web sites for locating demographic information include:

- National Center for Health Statistics
  *www.cdc.gov/nchswww*
- Social Statistics Briefing Room
  *www.whitehouse.gov*
- Texas Department of Economic Development
  *www.tded.state.tx.us*
- U.S. Bureau of Labor Statistics
  *www.bls.gov*
- U.S. Census Bureau
  *www.census.gov*

## 2) RESEARCH/WRITTEN EXERCISE

Assign each student to select one demographic trend to research in depth, drawing upon bibliographic sources shared among classmates in Strategy 1 and additional references as needed. Have students write a paper describing potential influences the demographic trend could have on individuals and family members at various stages of the family life cycle. Have students summarize their papers for class members.

TAAS READING

TAAS WRITING

NOTES

### 3) VISUAL DISPLAY/FCCLA

Lead students to compile and edit information from their papers in Strategy 2 and develop a visual display depicting influences of changing demographics on the family life cycle.

**Note**: Student research papers and the class visual display could be used as the basis of a Families First: Families Today project or STAR Event Illustrated Talk.

## RESOURCES

**WEB SITES**

National Center for Health Statistics
*www.cdc.gov/nchswww*

Social Statistics Briefing Room
*www.whitehouse.gov*

Texas Department of Economic Development
*www.tded.state.tx.us*

U.S. Bureau of Labor Statistics
*www.bls.gov*

U.S. Census Bureau
*www.census.gov*

*2E - The student is expected to analyze living costs such as housing, food, and transportation throughout the life cycle.*

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

## 1) PRESENTATION/CLASS DISCUSSION

Referring to posters/sheets for each stage of the family life cycle that were posted around the room in strategies for TEKS 2A and 2B, have students determine living costs that could be expected during each stage. Students could use sticky notes to write down anticipated living costs and place them on the appropriate posters/sheets. Sticky notes could be revised, added to, or moved based on class discussion; you might ask one or more adults (such as another teacher or parent) to provide input regarding realism of student cost estimates. The charts completed in TEKS 2B, Strategy 2 (Teaching Aid 13, ***Financial Obligations and Opportunities Throughout the Family Life Cycle***) may be helpful.

Divide students into groups, and assign each group a category of living costs, such as housing, food, and transportation. Have each group analyze their assigned cost category to determine how associated costs would predictably change as a family progresses through the family life cycle. Instruct them to consult references, the Internet, or other resources as needed. Have each group prepare a presentation that summarizes their findings, including a visual display such as a chart or illustrations. Lead students to share and discuss results.

***KEY QUESTIONS***

- What living costs are associated with a family's need for housing? (i.e., monthly rent or house payment, insurance, furnishings, utilities, maintenance and repairs)
- How might costs associated with housing change as a family progresses through stages of the family life cycle?
- What costs are associated with transportation?
- How might transportation costs change throughout the life cycle?
- How might costs associated with food change throughout the life cycle?
- How can a family plan for expected changes in living costs throughout the family life cycle?

**NOTES**

***TA 13 Financial Obligations and Opportunities Throughout the Family Life Cycle***

**NOTES**

**TAAS MATH**

### 2) GROUP ACTIVITY

Have students work in groups to take each life-cycle stage and develop a chart depicting estimated living costs – including housing, food, and transportation – for a family at each stage. Have groups share and compare their estimates, and lead the class to develop a consensus of living cost estimates for each cost category and life-cycle stage. Have students graph the resulting estimates for each cost category. Although actual costs would vary significantly from students' estimates, based on family income, family size, future inflation, etc., the graphs should provide a good visual representation of how living costs will vary throughout the life cycle of any family. Explain that the important point is for families to anticipate changing costs for their specific circumstances and adapt their financial planning and management to accommodate anticipated changes so they can effectively meet financial needs throughout the family life cycle.

*TA 12* ***Family Life-cycle Stages***

### 3) PANEL DISCUSSION

Convene a panel of individuals who represent various stages of the family life cycle; include persons of varying ages and cultural backgrounds. Work with students in advance to prepare questions such as the following to guide panel discussion of living costs throughout the family life cycle, and assign students to listening teams to listen for specific information.* Display Teaching Aid 12, ***Family Life-cycle Stages***, during the panel discussion so that panelists will know the exact stages students have studied.

- What living costs have provided the greatest financial challenge to your family in its current stage of the family life cycle?
- How do living costs for various categories, such as food, transportation, housing, clothing, health care, etc., compare at this stage to earlier stages of the family life cycle?
- What changes do you anticipate at your family's next stage?
- What are three hints you would suggest to students for anticipating and managing changing costs of living throughout the family life cycle?

*Instructions for using listening teams are provided in the **Creative Ideas** section.

## RESOURCES

*2F - The student is expected to analyze the economic impact of crises on the family.*

**NOTES**

## 1) CLASS DISCUSSION

Ask students what comes to mind when they hear the term *family crisis.* Explain that a *family crisis* is a turning point, a time when a family is faced with a difficult decision, a big change, or a serious problem that will influence the course of their lives. Provide each student with three slips of paper, and have students list an example of a family crisis on each slip. Place all slips into a container, draw from the container, and lead students to discuss why each might or might not be considered a crisis. Lead a class discussion on family crises. **Note**: Conduct the discussion with sensitivity, remembering that some students are from more dysfunctional families where few issues are viewed as crises, while for others "not getting a new sports car" might be viewed as a crisis.

***KEY QUESTIONS***

- What are examples of crises brought on by a person's own actions?
- What are examples of crises brought on by actions of others, including family members?
- What are examples of crises brought on by natural causes and events?
- Why might an event perceived as a crisis by one family not be viewed as a crisis by another family?
- What costs would be associated with various examples of crises?

## 2) VISUAL DISPLAY

Display Teaching Aid 18, ***Examples of Family Crisis***, and have students list other examples of events that cause families to experience crisis. Have students clip articles and illustrations from newspapers or magazines and print articles or photos from Internet sites that represent crisis-causing events. Lead students to create a visual display of situations or events that commonly generate crisis in families.

***TA 18 Examples of Family Crisis***

## 3) GROUP ACTIVITY

Divide the class into groups, and assign each group one of the family crises discussed in Strategies 1 or 2. Instruct groups to determine and investigate potential costs families might incur as a result of the assigned crisis. Encourage students to consult references, the Internet, and other resources and to interview teachers, family members, and other individuals who can provide insight. Have each group prepare and present a presentation to the class summarizing their findings.

NOTES

*TA 19 Analyzing a Family Crisis*

### 4) INDIVIDUAL ACTIVITY

Have each student select a crisis as the basis for completing Teaching Aid 19, ***Analyzing a Family Crisis***. Following the steps outlined on the activity sheet, have students research and record answers to the following questions:

1. What economic impact might the crisis have on the family?
2. What might the family have done in advance to help meet economic needs brought on by the crisis?
3. What resources might the family access to manage financial strains brought on by the crisis and to help recover from the crisis?

**Note**: Extend this activity by helping students compile a listing of resources from those suggested by students in Question 3. The resource list could be developed into a Financial Crisis Resources listing suitable for sharing with community members as part of a FCCLA community service project.

### FCCLA ACTIVITIES

- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 7A, "Functioning Effectively as a Family."

# Consumer and Family Economics

Knowledge and Skills.

(3) Management of financial resources.

**The student determines the impact of technology as a financial management resource.**

***The student is expected to:***

(A) describe uses of technology for financial management processes;

(B) determine the impact of technology on marketing strategies and consumer fraud; and

(C) summarize uses of technology in communication and information access.

**3A - *The student is expected to describe uses of technology for financial management processes.***

## 1) SURVEY/FCCLA

Lead students to develop and conduct a survey to determine uses of technology for financial management processes. This would be a good activity to do in collaboration with students in a Technology Education class. Work with students to develop a survey form to use for contacting respondents and recording responses. A sample form with example questions is provided as Teaching Aid 20, ***Financial Management Technology Survey***. Guide students to list persons to survey and divide up the contacts; contacts could be done over the phone, by E-mail, by fax, or in person. Encourage students to list a variety of persons to survey, such as high school career and technology education teachers; post-secondary and university educators in finance or consumer economics; business persons in finance, financial planning, or a related field; or individuals using financial management technology at home for personal and business applications.

Guide students to compile survey responses and summarize results in an organized manner. Results of the survey could be shared with other classes or used as the basis of a FCCLA Financial Fitness project or STAR Event focusing on Applied Technology.

**NOTES**

***TA 20 Financial Management Technology Survey***

## 2) VISUAL DISPLAY/ORAL PRESENTATION

Have students work in groups to develop a visual display illustrating technology choices available in the marketplace for financial management. Ask students to help locate copies of various financial, consumer, and technology magazines that can be used to clip articles and advertisements for financial management technology. The Internet will also be a good source of descriptions and illustrations of financial management technology applications. Guide students to consolidate their contributions and arrange an informative visual display.

Ask each group to describe the various items they contributed, explaining how each could be helpful in performing financial management processes.

## 3) EDUCATIONAL TOUR

Arrange for students to take an educational tour to observe technology applications used in financial management processes. If possible, arrange for students to visit more than one site; e.g., a large business, small business, and/or home-based business. Instruct students to take notes of the various technology applications they observe, as well as the financial management processes covered. Guide students to

**NOTES**

prepare questions in advance for their tour hosts, such as:

- How has technology changed the way you handle financial management processes?
- How did you select the specific equipment and software you utilize, given the wide assortment of technology available?
- What new technology do you plan to use in the future?

### 4) FCCLA

Work with FCCLA officers to prepare computerized financial records of chapter activities. Have officers present members with monthly printouts of expenses and income, fund raising updates, and projects and participation.

### FCCLA ACTIVITIES

- Financial Fitness project
- STAR Event: Applied Technology
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

***3B - The student is expected to determine the impact of technology on marketing strategies and consumer fraud.***

## 1) CLASS DISCUSSION/VISUAL DISPLAY

Have students define the following terms: *marketing, fraud, deception,* and *quackery*. (Refer to Teaching Aid 14, ***Teacher's Vocabulary Master***, to check definitions.) Display Teaching Aid 21, ***Figure Out Fraud***, to initiate a class discussion of fraud in the marketplace. Ask students to cite examples of various types of consumer fraud that they, their families, or friends have experienced. Then, have students examine Teaching Aid 22, ***Decipher Deception***, and Teaching Aid 23, ***Cues to Quackery***, and cite examples.

Lead students to discuss ways technology has changed marketing; examples include telemarketing; increased mail-order promotions with 24-hour order numbers; television offers, including home shopping networks; increased means for credit-card and debit-card purchases; universal bar codes and electronic scanners; and the growing variety of on-line marketing opportunities and e-commerce.

Ask students to recall the various types of possible fraud, deception, and quackery, and then consider how technology has expanded marketing strategies. Lead a discussion on the impact of technology on marketing and corresponding implications for potential consumer fraud.

***KEY QUESTIONS***

- How has technology increased the variety of ways products and services can be marketed?
- What are examples of marketing technology to which you or your family has been exposed this week?
- What are some of your favorite Internet sites that utilize new marketing techniques?
- How do technological advances in marketing strategies benefit consumers?
- What disadvantages to consumers might result from technological advances in marketing strategies?
- What are examples of fraudulent strategies to which consumers might be exposed as the result of new marketing technology?

Have students work together to create a visual display of marketing strategies that utilize some form of technology. Examples of items that might be displayed include a credit card solicitation, mail-order catalogs, ads from newspapers or promotional flyers, universal bar codes from various products, and printouts from various Internet sites.

**NOTES**

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|---|---|
| *TA 14* | ***Teacher's Vocabulary Master*** |
| *TA 21* | ***Figure Out Fraud*** |
| *TA 22* | ***Decipher Deception*** |
| *TA 23* | ***Cues to Quackery*** |

NOTES

## 2) INTERNET SEARCH/PROJECT

Have students conduct a Web search for information related to consumer fraud. Web sites listed under "Resources" for this TEKS are good sources of consumer information and also provide links to other consumer sites.

TAAS WRITING

Have each student prepare a written report on information located in the Web search that would benefit consumers. Coordinate students' efforts so that a variety of sites and information are covered.

Guide students to compile their information into an attractive brochure summarizing sources of quality consumer information regarding technology and consumer protection against fraud. Have students develop and implement a plan for disseminating the information to classmates, parents, and/or community members through a FCCLA community service project. **Note**: The brochure could be coordinated with the visual display from Strategy 1.

## 3) GROUP ACTIVITY/ORAL PRESENTATION

Have students consult references to identify common examples of fraudulent marketing strategies, and list the examples on the board or overhead. Divide the class into groups, and have each group select one or more types of fraud to investigate and explain to the class. Tell groups their assignment is to present the following information to classmates in an interesting way so it will be remembered (i.e., skits, visual aids, video clips):

- an explanation of the type of fraud, with specific example(s)
- potential consequences to consumers
- ways consumers can protect themselves from being victimized
- what consumers can do if they do fall victim to fraud
- impact of technology on both fraudulent practices and consumer protection against fraud

As an FCCLA STAR Event: Focus on Children project, students could present relevant information to 4th-6th graders.

## RESOURCES

**WEB SITES**

| | |
|---|---|
| Consumer Information Center | *www.pueblo.gsa.gov* |
| Consumer World | *www.consumerworld.org/pages/agencies/htm* |
| Federal Trade Commission | *www.ftc.gov* |
| National Consumers League | *www.natlconsumersleag.org* |
| National Fraud Information Center | *www.fraud.org* |
| Office of the Attorney General of Texas | *www.oag.state.tx.us* |
| U.S. Consumer Gateway | *www.consumer.gov* |

*3C - The student is expected to summarize uses of technology in communication and information access.*

**NOTES**

## 1) INTERVIEW/CLASS DISCUSSION

Have students interview persons representing two of the following life span stages:

- Early Adolescence – 12-14 years
- Middle/Late Adolescence – 15-19 years
- Early Adulthood – 20-39 years
- Middle Adulthood – 40-65 years
- Late Adulthood – over 65 years

Work with students to prepare a set of questions to guide the interviews. Examples include the following:

- What advances have you witnessed in technology related to communication and information access?
- How have you benefited from technological advances in communication and information access?
- What disadvantages have you observed as a result of these technological advances?
- Has it been difficult to learn or adjust to these technological advances? Explain.
- What new advances in communication and information access do you predict for the future?

Lead students to share and discuss their interview results. Use the interview questions to guide class discussion.

## 2) RESEARCH/WRITTEN EXERCISE

**TAAS READING**

**TAAS WRITING**

**SOCIAL STUDIES**

Have each student select one form of communication to research and write a historical report on the method of communication and how that method increased information access. Methods could range from carrier pigeons to cell phones to fiber optics. Lead a class discussion based on students' completed reports. **Note**: This report could serve as dual credit for a social studies or language arts class.

***KEY QUESTIONS***

- How were families impacted by each communication method?
- What criticisms might have been offered by skeptics when various methods were first invented?
- How did one advance in communication technology lead to another?
- What roles have technological advances in communication and information access played in societal advances? in history and politics?

NOTES

TAAS WRITING

### 3) GUEST SPEAKER

Invite a guest speaker to speak to the class about uses of technology in communication and information access. Ask the speaker to point out recent technological advances in communication and information access, summarize how the advances impact financial management, and predict new technology uses likely in the near future. Potential speakers include a representative of the telecommunications industry, Internet service provider, or Mass Communications faculty member. Following the presentation, ask each student to write a summary of three key points learned from the presentation.

FCCLA

### FCCLA ACTIVITIES

- STAR Event: Applied Technology
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

# Consumer and Family Economics

Knowledge and Skills.

(4) Government, the economy, and societal issues.

**The student analyzes the role of government in personal and family economics.**

***The student is expected to:***

(A) identify local, state, and national government services affecting the consumer;

(B) assess current laws and the impact on rights and responsibilities of the consumer;

(C) describe consumer protection policies and practices;

(D) describe how the consumer is affected by tax laws and the U.S. economy; and

(E) explain the principle of "opportunity costs" and how it affects family financial decisions.

*4A - The student is expected to identify local, state, and national government services affecting the consumer.*

## 1) GROUP ACTIVITY

Point out that citizens are provided services by local, state, and national government agencies. Divide the class into groups to identify local, state, and national government agencies offering services to consumers. An Internet search will yield a wealth of information about services available at the various levels; use search words such as "consumer protection agencies" or "government agencies." Names of agencies can also be located in the telephone directory under "U.S. Government," "Texas, State of," "[city name], City of," or "[county name], County of." Have students record their findings on a copy of Teaching Aid 24, ***Government Services Affecting the Consumer***. Have students take notes to describe the types of services offered by each agency located.

Use a transparency of Teaching Aid 24 to record groups' findings as they take turns providing examples of the various agencies. Lead a class discussion based on the completed chart.

**NOTES**

***TA 24 Government Services Affecting the Consumer***

***KEY QUESTIONS***

- What are examples of local, state, and national government agencies that provide services affecting the consumer?
- What types of services are offered by each agency?
- How can individuals and families benefit from government services?
- What are examples of services that are provided free to the public?
- What are examples of services for which consumers must pay?
- Which services do you and your family use frequently?

## 2) SURVEY

Have each student select an agency listed in Strategy 1 to survey regarding services provided, using Teaching Aid 25, ***Government Resources Survey Form***. If an agency offers consumer information free of charge, have the student request examples of the materials.

***TA 25 Government Resources Survey Form***

Lead students to share information they discover from their surveys. Have student volunteers summarize findings in an information sheet for class members; the information sheet could potentially be disseminated to other students.

As requested materials arrive, have students analyze the information offered by each agency. The information could be displayed during this unit and then placed in a permanent class file of consumer resource information.

**NOTES**

**SOCIAL STUDIES**

**TAAS WRITING**

### 3) PROBLEM SOLVING

Have students select a consumer problem, or assign problems (e.g., through a drawing from an assortment of potential consumer problems students have brainstormed). Instruct each student to propose possible solutions that utilize local, state, and national government services. Have students prepare a written summary stating the problem, describing the problem-solving steps used, and proposing possible solutions.

*TA 26* ***Federal Agencies Serving Consumers***

### 4) CLASS DISCUSSION

Display Teaching Aid 26, ***Federal Agencies Serving Consumers***. For each of the agencies listed, have students identify services that affect consumers. Lead a class discussion on services provided by the federal government .

***KEY QUESTIONS***

- What federal agencies are available in your community?
- In what ways do these agencies affect consumers?
- How might the services be supplied by someone else if not the federal government? Explain.
- What could be the result if this service were not provided?
- Who pays for the services provided by the agencies?

FCCLA

### FCCLA ACTIVITIES

- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**WEB SITES**

Consumer World
*www.consumerworld.org/pages/agencies/htm*

State of Texas
*www.state.tx.us/agency*

***4B - The student is expected to assess current laws and the impact on rights and responsibilities of the consumer.***

**NOTES**

## 1) WRITTEN EXERCISE

Assign students to write a one-page paper summarizing the role of government in the U.S. economy. Tell students to consult classroom, library, or Internet references to complete the assignment. Lead students to take turns sharing key points from their assignment.

TAAS WRITING

SOCIAL STUDIES

Student findings may include government roles such as the following:
- revenue (taxes)
- regulation (to promote fair competition, public well-being, and consumer safety)
- redistribution (i.e., Social Security, federal subsidies)
- economic policies (to control economic cycles)

Display Teaching Aid 27, ***Basic Consumer Rights***, and ask students to look up the history of the Consumer Bill of Rights. (In his message to Congress in 1962, President John F. Kennedy outlined the first four rights. The right to redress was added by President Richard M. Nixon and the right to consumer education by President Gerald R. Ford.) Stress the point that with each of our rights also comes a responsibility. Have students suggest a responsibility that would logically accompany each of the basic consumer rights. Use Teaching Aid 28, ***Rights and Responsibilities Go Hand in Hand***, to clarify examples of responsibilities. Point out that government regulations have been enacted to protect the rights of consumers, but the regulations can only work effectively if consumers exercise their responsibilities

*TA 27* ***Basic Consumer Rights***

*TA 28* ***Rights and Responsibilities Go Hand in Hand***

## 2) RESEARCH/VISUAL DISPLAY

Have students work individually or in pairs to research examples of current laws that impact rights and responsibilities of the consumer. Have groups select from the examples of major consumer legislation listed on Teaching Aid 29, ***Examples of Laws Impacting Consumers***, or permit them to select additional laws to research. Ask each group to record on index cards the following information for their selected laws:
- name of legislation
- year legislation became effective or was amended
- impact of legislation on consumers
- agency that enforces the legislation

*TA 29a-b* ***Examples of Laws Impacting Consumers***

SOCIAL STUDIES

Information may be located in economics or consumer economics texts or on Internet sites (or their suggested links) such as the following:
- *www.consumerlawpage.com* (see Resources, U.S. Government)
- *www.ftc.gov/ogc.stats.htm*
- *www.cpsc.gov/federal/html*

**NOTES**

As groups share their findings, lead students to classify the laws into categories such as antitrust laws, product safety, advertising and marketing, financial protection, etc. Lead students to compile the information into a chart or display the cards to provide an overview of various laws that impact consumers.

SOCIAL STUDIES

### 3) PRESENTATION

Divide the class into groups, and have each group select a major law to analyze. Ask groups to describe the intent of the law regarding how consumers rights and responsibilities might be affected and give examples of situations where the law might apply. Have groups present the information to classmates in a creative way, such as a skit.

### 4) GUEST SPEAKER

Have an attorney or representative of a legal aid office discuss with the class various aspects of consumer laws and their impact on rights and responsibilities. Ask the guest speaker to provide examples from current case situations and to comment on trends related to consumer laws and litigation (i.e., what types of cases are most common today as opposed to five or ten years ago?).

***KEY QUESTIONS***

- How might consumers in various cases have better protected themselves before the case reached the litigation stage?
- What suggestions would the speaker offer students to help them better exercise their consumer rights and responsibilities?

## RESOURCES

**WEB SITES**

The Consumer Law Page
*www.consumerlawpage.com* (see Resources, U.S. Government)

Consumer Product Safety Commission
*www.cpsc.gov/federal.html*

Federal Trade Commission
*www.ftc.gov/ogc/stats.htm*

*4C - The student is expected to describe consumer protection policies and practices.*

NOTES

SOCIAL STUDIES

## 1) RESEARCH/PROJECT

Explain to students that the rights of consumers in the United States are protected by various agencies and organizations, both government and privately sponsored. In fact, there is such a wide variety of information and services available that it can be confusing to consumers where to turn for information or help in a specific situation. Tell students they will be exploring various sources of consumer protection to obtain familiarity with which agencies and organizations might best meet their consumer needs, and to learn how to locate specific services when future needs arise.

Have students complete Teaching Aid 30, ***Governmental Protection for the Consumer,*** and Teaching Aid 31, ***Consumer-sponsored Services***. You may want to group students and split the assignment so it is more manageable, but be sure to provide all students with experience in searching for sources for consumer services. Have students conduct an Internet search and consult classroom or library references to obtain the information. Blanks have been provided for students to add additional agencies and organizations.

***TA 30a-b Governmental Protection for the Consumer***

***TA 31a-b Consumer-sponsored Services***

Lead students to share findings and compile information into a handout for all students to keep for future reference. The handout could be developed using computer applications in a form suitable for disseminating to other students or community members through a FCCLA Community Service project.

FCCLA

## 2) GUEST SPEAKER

Invite a representative from the Better Business Bureau (BBB) to discuss services the BBB provides for the protection of consumers. Ask the speaker to cover the following points:

- What services are provided by the Better Business Bureau?
- Who supports the Better Business Bureau?
- What fraudulent practices can be prevented or remedied by the BBB?
- What are some common consumer problems and complaints registered with the BBB?
- How do people access information from the BBB?
- How do people register a complaint with the BBB?

## 3) PANEL DISCUSSION

Invite a panel of young married or single adults to share with the class protection policies and practices that they have learned through experiences, both positive and negative.

**NOTES**

***KEY QUESTIONS***

- What are examples of high pressure selling techniques?
- What are examples of salespersons taking advantage of youth, lack of knowledge, or inexperience?
- What are examples of salespersons providing valuable information regarding products and consumer protection practices?
- What suggestions related to consumer protection might assist youth who are just beginning to live on their own?

**TAAS WRITING**

## 4) GROUP ACTIVITY/WRITTEN EXERCISE

Have students work in groups to (1) outline steps consumers should follow to register a complaint and (2) write a sample letter of complaint for a specific scenario. Have students describe their scenarios to the class and share their suggested steps and letters seeking redress. **Note**: The Office of the Attorney General, State of Texas, Web site has a good section entitled "If You Have A Consumer Complaint."

*TA 28 **Rights and Responsibilities Go Hand in Hand***

**TAAS WRITING**

## 5) WRITTEN EXERCISE

Assign students to write an essay about how a student who has taken Consumer and Family Economics can better utilize consumer protection policies and practices than someone of the same age group who has not studied Consumer and Family Economics. Lead students to share the gist of their essays. Refer back to Teaching Aid 28, ***Rights and Responsibilities Go Hand in Hand***, and point out that the right to consumer education can only be enjoyed if one takes responsibility to become an educated consumer. In order to benefit from consumer protection policies and practices, students must know how to access pertinent information at the time it is needed.

## RESOURCES

**WEB SITES**

| | |
|---|---|
| Better Business Bureau | *www.bbb.org* |
| Coalition for Consumer Health and Safety | *www.healthandsafety.org* |
| Consumer Federation of America | *www.consumerfed.org* |
| Consumer Information Center | *www.pueblo.gsa.gov* |
| Consumers Union | *www.consumersunion.org* |
| Federal Trade Commission | *www.ftc.gov* |
| Housing and Urban Development | *www.hud.gov* |
| National Consumers League | *www.natlconsumersleag.org/* |
| The National Council on Economic Education | *www.nationalcouncil.org* |
| National Fraud Information Center | *www.fraud.org* |
| Office of the Attorney General, State of Texas | *www.oag.state.tx.us* |
| U.S. Consumer & Product Safety Commission | *www.cpsc.gov/federal.html* |
| U.S. Department of Agriculture | *www.usda.gov* |

*4D - The student is expected to describe how the consumer is affected by tax laws and the U.S. economy.*

NOTES

## 1) CLASS DISCUSSION

**SOCIAL STUDIES**

Point out that the roles of government in redistributing income and raising revenue rely upon collection of *taxes*. Have students refer to references or the dictionary to find a definition of taxes. Students' definitions should reflect that a tax is a mandatory payment collected by governments to pay the cost of public services.

Have students identify community agencies that are supported fully or partially by tax revenues. Provide students with copies of Teaching Aid 32, ***Taxes: Federal, State, and Local***, and Teaching Aid 33, ***How Taxes Are Used***. Have students consult references to explain and give examples of each type of tax listed. Lead a class discussion on how consumers, as citizens, benefit from services financed by taxes.

***TA 32 Taxes: Federal, State, and Local***

***TA 33 How Taxes Are Used***

***KEY QUESTIONS***

- How do federal, state, and local governments collect taxes? (See Teaching Aid 32.)
- How does revenue from taxes benefit individuals and families?
- Could these services be provided without government involvement?
- What would life be like without each of the services depicted on Teaching Aid 33? (Note the following quote from Oliver Wendall Holmes: "I like to pay taxes. With them I buy civilization.")

## 2) INDIVIDUAL ACTIVITY/VISUAL DISPLAY

Ask students to record the following information for the next 24 hours:

1. Dollar amounts of taxes paid by themselves or a family member (i.e., sales taxes on products and food; excise taxes on gasoline or tobacco products). Do not have them include income or Social Security taxes, but remind them that these taxes are paid on wages.
2. All services they and their family use that were provided through taxes (i.e., streets, traffic signals, water, school).

Have students share their recorded information and total the cost of taxes recorded for the class. Using student findings and information from Strategy 1, lead students in creating a visual display depicting types of taxes and how consumers benefit from tax revenue.

**TAAS MATH**

## 3) GROUP ACTIVITY

Display Teaching Aid 34, ***Types of Taxes***. Explain that taxes may be classified in two ways – grouped according to tax rate or according to how they are paid. Taxes grouped by tax rate may be proportional,

***TA 34 Types of Taxes***

**NOTES**

**SOCIAL STUDIES**

progressive, or regressive; payment methods include direct and indirect. Assign groups of students one of the types of taxes to research and report to the class. Have students consult references (such as Economics textbooks) and be able clearly to explain the type of tax, give examples, show how the tax rate and amount of tax would compare at differing income levels, and present advantages and disadvantages of each type. Have groups report findings to the class; clarify students' understanding of the three types. **Note**: Few true regressive taxes exist today, but taxes such as sales tax (which may also be classified as proportional), are regressive in nature when impact on total income is considered.

### 4) INDIVIDUAL ACTIVITY AND/OR GUEST SPEAKER

Use a tax kit from the Internal Revenue Service specifically designed for use in schools, or acquire copies of common tax forms. Assign individual students to research and report on a specific form or concept, such as those listed below. Lead a class discussion based on student findings.

- U.S. Tax Code
- W-4 form
- W-2 form
- Form 1099
- tax reform
- standard deduction
- personal exemption
- IRA

As an alternative, invite a speaker who is knowledgeable about current tax laws (i.e., a Certified Public Accountant) to speak to the class about tax laws that govern payment of federal income taxes and basic knowledge about income taxes that students need. Ask the speaker to provide examples of income tax forms and explain concepts such as those listed above. Ask the speaker to be sure to cover sources of assistance to which students can turn for help in preparing and filing income tax returns. Point out examples of services offered through the Internal Revenue Service in person, via telephone, or on their Web site.

## RESOURCES

**AGENCY**

Internal Revenue Service

Look in the local telephone directory under U.S. Government,
or visit the Web site at *www.irs.gov*

***4E - The student is expected to explain the principle of "opportunity costs" and how it affects family financial decisions.***

NOTES

### 1) WRITTEN EXERCISE/CLASS DISCUSSION

*TA 35 Opportunity Costs and Scarcity*

TAAS WRITING

SOCIAL STUDIES

Have students read Teaching Aid 35, ***Opportunity Costs and Scarcity***, and then consult references to further clarify the concepts of opportunity costs. Have students write definitions for the terms *opportunity costs* and *scarcity*. Ask each student to write down answers to the following questions related to the economic principle of opportunity costs:

- What is meant by the opportunity costs of a choice you make?
- What does the concept of scarcity have to do with opportunity costs?
- What were the opportunity costs of a choice you made in the past month?
- Why is it important for family members to consider opportunity costs, in addition to the face costs, when making financial decisions?

Have students share responses. Lead a class discussion centered around the questions and students' answers.

### 2) ROLE PLAY/SCENARIOS

*TA 36 Consider the Costs*

Have student volunteers role play the scenarios presented in Teaching Aid 36, ***Consider the Costs***. Lead a class discussion on the impact of opportunity costs and scarcity on the families in each instance.

***KEY QUESTIONS***

- What choices were made in each scenario?
- How did impulse purchases contribute to unplanned opportunity costs?
- What were the opportunity costs evident in each scenario?
- What additional opportunity costs might the family experience as a result of the choices made? (For example, how might the lack of tennis shoes impact Joseph's son in basketball tryouts?)
- Why is it important to consider the effect of opportunity costs on all family members when making financial choices and decisions?
- How can a plan for budgeting and spending reduce unexpected opportunity costs? (Point out that, because wants are unlimited and resources are limited, there will always be opportunity costs associated with financial choices. It is thus important to manage these costs in light of family goals and priorities.)

Have students work in groups to develop additional scenarios between a teenager and a parent over a typical family financial decision (i.e., new furniture for the teen's room, a car for the teen, summer sports camp, etc.).

**NOTES**

## RESOURCES

# Consumer and Family Economics

Knowledge and Skills.

(5) Government, the economy, and societal issues.
**The student determines the impact of the U.S. economy on individuals and families.**

***The student is expected to:***

(A) summarize effects of the free enterprise system on families;

(B) analyze how family spending decisions are affected by competition, profit, and supply and demand; and

(C) determine how technology used in the banking and financial industry impacts the individual and family.

*5A - The student is expected to summarize effects of the free enterprise system on families.*

## 1) PRESENTATION/ASSESSMENT

Have students read Teaching Aid 37, ***Economic Systems: The Basics***. Divide the class into groups, and have each group present information from one of the sections in a manner their classmates will understand and remember. Have groups consult economics reference books as required to fill in additional information needed to clarify the concepts as they prepare their presentations.

Test students' comprehension of concepts related to economic systems through an assessment device or competitive game among students. Students can develop the game (e.g., Vocabulary Bingo).

NOTES

*TA 37a-c Economic Systems: The Basics*

SOCIAL STUDIES

## 2) CLASS DISCUSSION/CASE STUDIES

Instruct students to complete Teaching Aid 38, ***Comparing Economic Systems***, to compare characteristics of traditional, command, and market economic systems. Have students share their responses, and lead a class discussion on concepts covered. **Note**: Support information can be found in Teaching Aid 37, as well as Economics textbooks.

*TA 38 Comparing Economic Systems*

SOCIAL STUDIES

***KEY QUESTIONS***

- What three basic economic questions are answered by economic systems? (See Teaching Aid 37b, "Economic Systems.")
- How are these three questions answered in each economic system?
- What are examples of traditional, command, and market systems?
- What are advantages of each economic system? disadvantages?
- Are the economies of most countries "pure" examples of a specific system? Explain.

Ask students to find or write case study examples of families living within each of the three economic systems. Potential information sources include newspaper or magazine articles, reference books, or the Internet; students can also write their own case studies based on facts they obtain about life in other nations or cultures (perhaps from talking with foreign exchange students or recent immigrants). Ask students to include illustrations of how families meet their needs and wants in each type of economy. As students share their examples, lead them to consider how family life in other economic systems differs from that of families within a free enterprise system. **Note**: *CultureGrams* would be a helpful resource in learning about life within various economic systems.

NOTES

SOCIAL STUDIES

### 3) GUEST SPEAKER

Invite a social studies teacher or economics professor to speak to the class about recent economic changes that have taken place in Third World nations, many of which exemplify traditional economic systems, and Eastern European nations that were formerly a part of the Communist bloc. Ask the speaker to depict what life in these economies would be like for families with varying levels of income and skills. Have the speaker contrast family circumstances under other economic systems with those of families under the U.S. free enterprise system.

*TA 37c Economic Systems: The Basics*

*TA 39 a-b Circular Flow Model of the Economy*

SOCIAL STUDIES

### 4) GROUP ACTIVITY/MODEL

Have students review information on "The Circular Flow Model of the Economy" from Teaching Aid 37c, ***Economic Systems: The Basics***, and consult additional references to learn more about this graphic representation of our free enterprise system. Display Teaching Aid 39a, ***Circular Flow Model of the Economy***, and ask student volunteers to explain the model. Have students work in groups to fill in Teaching Aid 39b, which is a blank representation of the ***Circular Flow Model***. Ask groups to write in specific examples of economic activities of families in the free enterprise system, and have groups share their examples.

Point out that the model can also help students picture the impact of economic changes on their activities as producers and consumers. Clip a variety of news articles that depict economic changes, and ask students to explain the impact of each change on the circular flow model. For instance, if tax rates increase, households will pay more money in taxes and have less left for buying goods and services from firms; firms will thus sell fewer goods and services to households.

TAAS WRITING

SOCIAL STUDIES

### 5) WRITTEN EXERCISE

Assign students to write an essay summarizing the effects of the free enterprise system on families. Have students compare family life as they know it to be here in the United States with the circumstances the same family might face if transported to a different economic system other than free enterprise.

FCCLA

#### FCCLA ACTIVITIES

- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**WEB SITE**

*CultureGrams*
*www.culturegrams.com*

**5B - *The student is expected to analyze how family spending decisions are affected by competition, profit, and supply and demand.***

### 1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Provide students with copies of Teaching Aid 40, ***Forms of Competition*** Lead students to identify characteristics that distinguish the various types of competition listed. Have students fill in the right column sections, providing examples of each type of competition. Supplemental information can be found in Economics textbooks. Lead a class discussion on how competition impacts the American consumer.

***KEY QUESTIONS***

- What are examples of the various forms of competition?
- What purposes does competition serve for consumers within the American marketplace?
- What would happen if there were no competition?
- What are some reasons for regulating a monopoly?
- What would be advantages and disadvantages of having only one electric company in your area?
- What would be advantages and disadvantages of having two electric companies in your area?
- What are the advantages and disadvantages of having more than one phone company and long-distance service provider?
- How has your family been affected by competition within the last year?

NOTES

***TA 40 Forms of Competition***

**SOCIAL STUDIES**

### 2) WRITTEN EXERCISE/CLASS DISCUSSION

Have students research references to define *profit*, and lead students to compare the definitions they found. Ask students to write a few paragraphs describing the life of a family whose members are employed but never yield a profit. Have them consider what the attitude of the family might be and what incentive they would have to continue work. Lead students to share their descriptions. Ask students to consider the results of a nation who had all people working under the "no-profit" system.

**TAAS WRITING**

Read to students the explanation of profit motive under the section titled "The United States Economy" from Teaching Aid 37b, ***Economic Systems: The Basics***, and point out that the profit motive is a financial reason to produce services or goods. Lead students to answer the following questions:

- What is the role of profit in a free enterprise system?
- How does profit determine whether a product will be produced?
- Why might a product that satisfies wants and needs not be produced?

***TA 37b Economic Systems: The Basics***

**SOCIAL STUDIES**

**NOTES**

- What do businesses do with profits?
- How might profit benefit workers?
- How does the profit motive influence the services and goods produced in our economic system?
- Why do some companies have a higher rate of profit than others?

*TA 41 Supply and Demand*

**SOCIAL STUDIES**

### 3) RESEARCH/GROUP ACTIVITY

Have students work in groups to research principles of supply and demand. Ask each group to complete Teaching Aid 41, ***Supply and Demand***, to clarify the relationship between supply, demand, and price and provide examples.

Prepare three signs lettered SUPPLY, DEMAND, and PRICE. As groups share and explain their examples, have three group members raise and lower each of the signs to indicate the interrelated rising and falling of supply, demand, and price in each instance. If they have not already been used as examples, have students apply principles of supply and demand to explain fluctuations in the following:
- the price of gasoline
- the price of housing, child care, apparel, or food
- the price of technology items, such as computers or cell phones

**TAAS WRITING**

### 4) SCENARIOS

Have students work in pairs to write scenarios depicting ways family spending decisions have been affected by competition, profit, and supply and demand. As pairs present their scenarios, lead other class members to analyze economic principles at work in each situation. For example, one scenario might describe a situation where someone tried to purchase something but couldn't find the item; students could consider why the item was unavailable, whether increasing cost was a factor, who is responsible for supply of the item, etc. Another example might be a consumer who purchased a computer, then went back six months later to find the price significantly lower; students could consider possible reasons for the price decrease and how they would feel as the consumer in this case. Scenarios could also address regional influences, such as cost and availability of fresh seafood in the Texas Panhandle.

### RESOURCES

***5C - The student is expected to determine how technology used in the banking and financial industry impacts the individual and family.***

**NOTES**

## 1) BRAINSTORMING/CLASS DISCUSSION/VISUAL DISPLAY

Lead students to brainstorm examples of technology applications used in the banking and financial industry. Have students look through magazines, newspapers, or Web sites to identify additional examples. Examples might include ATMs (automated teller machines), EFT (electronic funds transfer), automated deposits and withdrawals, debit cards, online banking, online stock trading, financial software applications, etc. Ask a student volunteer to record technology examples listed by students. Lead students to discuss how technology used in the banking and financial industry impacts the individual and family.

***KEY QUESTIONS***

- How do you and your family members utilize various examples of technology used in the banking and financial industry?
- What are the costs of various examples of technology?
- What are benefits of various examples of technology?
- What are potential risks associated with various examples of technology, such as online services?
- What safeguards can the consumer follow to minimize risks associated with various examples of technology?

Have students create a visual display reflecting examples of technology used in the banking and financial industry. The display might include advertisements for software applications or services, printouts from Web sites offering banking or financial services, or brochures from banks explaining services related to technology.

## 2) GUEST SPEAKER

Have a representative from a bank or other financial institution speak to the class about technology used in the banking and financial industry. Possible topics to cover include the following:

- current technology utilized in the bank/agency
- cost of new technology applications vs. benefits
- how the technology impacts individuals and families served by the business
- potential pitfalls of the new technology
- ways technology has transformed the banking and financial industry over the past few years
- changes related to technology predicted for the near future
- how individuals and families can make best use of new technology in the banking and financial industry

NOTES

### 3) EDUCATIONAL TOUR

Arrange for students to visit a bank or other financial institution to observe various examples of technology used in the banking and financial industry, including methods used to store and document records and information.

***KEY QUESTIONS***

- How does technology make it easier to meet banking and financial needs of individuals and families?
- What can individuals do to maximize benefits of technology?

TAAS WRITING

Have students write a report summarizing three things they learned from the videotape or tour that they can apply to their personal financial management processes.

### FCCLA ACTIVITIES

- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

# Consumer and Family Economics

Knowledge and Skills.

(6) Government, the economy, and societal issues.

**The student analyzes issues affecting consumers and the U.S. economy.**

***The student is expected to:***

(A) discuss the economic impact on consumers of legislation dealing with issues such as global markets, welfare, crime, and immigration; and

(B) analyze economic rights and responsibilities of individuals and families as consumers.

*6A - The student is expected to discuss the economic impact on consumers of legislation dealing with issues such as global markets, welfare, crime, and immigration.*

**NOTES**

**SOCIAL STUDIES**

### 1) GROUP ACTIVITY/CLASS DISCUSSION

Ask students to define *law* and explain who is responsible for enacting laws in the United States. *Law* may be defined as a rule of conduct or action formally recognized as binding by a controlling authority.

Write the following statement on the board or overhead: "Laws are both protective and restrictive." Have students cite a law and explain how it is both protective and restrictive. For example, laws that prohibit Driving While Intoxicated (DWI) are intended to protect individuals from tragic consequences caused by drunk drivers; however, individuals must restrict their own actions to be sure they do not themselves violate the DWI laws. As another example, laws requiring seat belts protect drivers and passengers in cars; they also add to the cost of vehicles.

Collect articles, with assistance from students, that pertain to legislation dealing with issues such as global markets, welfare, crime, and immigration. Sources may include newspapers, magazines, reference books, and the Internet. Have each student select two articles, mount each on paper or card stock, and write a brief description of the economic impact the legislation might have on consumers – from both protective and restrictive aspects. Where possible, have students estimate a dollar cost to consumers resulting from specific legislation. Lead students to share and discuss the articles.

**SOCIAL STUDIES**

### 2) GUEST SPEAKER

Invite a guest speaker, such as an economics teacher, attorney, law enforcement representative, legislator, or representative of the Legal Aid Society, to speak to the class on the economic impact on consumers of various laws. Ask the speaker to cover legislation dealing with issues such as crime, global markets, welfare, and immigration; adjust items to be covered to fit the expertise of the speaker. Request that the speaker focus on laws most likely to impact students in your class.

**SOCIAL STUDIES**

**TAAS WRITING**

### 3) RESEARCH/ORAL PRESENTATION

Have students select one law to research and summarize in a written report. Instruct students to include details such as the following:

- the history of the law – when, why, and how it became law
- the purpose of the law (reasons the law was enacted)
- whether the law addresses a local, state, or national issue
- the economic impact of the law on consumers
- protection the law provides consumers
- restrictions the law places on consumers

Have students present key findings from their research paper in an oral presentation to classmates.

**NOTES**

*TA 42* ***Guidelines for a Classroom Debate***

### 4) DEBATE

Have students debate new legislation ideas that may be needed and justify reasons for the need, as well as current legislation they think has become obsolete and reasons the current law is no longer needed. Use Teaching Aid 42, ***Guidelines for a Classroom Debate***, to help students organize and present the debate. **Note**: Students could present the debate to an Economics, Social Studies, or other Family and Consumer Sciences class.

### 5) GROUP ACTIVITY/CLASS DISCUSSION

Have students work in groups to answer the following question: How does legislation dealing with global markets impact you and your family economically? Have students seek information about international trade and government regulations from references and the Internet and then apply that information to specific examples. Have groups take turns sharing their responses and examples, and lead a class discussion based on information shared. **Note**: Be sure the North American Free Trade Agreement (NAFTA) is included in students' investigations. Information can be found on the Internet by using "NAFTA" as a search word, or visit the Web site *www.nafta.net*.

***KEY QUESTIONS***

- What factors are making the global marketplace seem smaller and smaller?
- What are examples of products exported by the United States?
- What are examples of products imported by the United States?
- How might U.S. consumers benefit from exporting goods?
- How might U.S. consumers benefit from importing goods?
- Why does the government create trade barriers, such as tariffs and import quotas?
- What would be the result if most of the goods used by consumers in the United States were imported from other nations (in other words, if a balance of trade were not maintained)?

## RESOURCES

***6B - The student is expected to analyze economic rights and responsibilities of individuals and families as consumers.***

## 1) ORAL PRESENTATION/VISUAL DISPLAY/FCCLA

Display Teaching Aid 27, ***Basic Consumer Rights*** and Teaching Aid 28, ***Rights and Responsibilities Go Hand in Hand***. Divide the class into groups, and assign each group one of the six rights to analyze. Have groups research the assigned rights and their corresponding responsibilities; questions on Teaching Aid 43, ***Analyzing Consumer Rights***, could be used as a guide. Instruct each group to present their analysis to the class in a creative fashion, i.e., a mock interview where a news reporter questions a consumer advocate, a live or videotaped skit depicting a situation involving one of the rights/responsibilities, or a scripted explanation with visual aids.

Guide students to develop a visual display or a consumer handout that summarizes actions consumers can take to exercise each right. Use Teaching Aid 44, ***Exercising Consumer Rights***, as an example to get students started on the activity. Have students display the posters or disseminate the handouts to students or community members as part of a FCCLA Community Service Project.

**NOTES**

| | |
|---|---|
| *TA 27* | ***Basic Consumer Rights*** |
| *TA 28* | ***Rights and Responsibilities Go Hand in Hand*** |
| *TA 43a-b* | ***Analyzing Consumer Rights*** |
| *TA 44a-b* | ***Exercising Consumer Rights*** |

FCCLA

## 2) WRITTEN EXERCISE

Have students read Teaching Aid 44, ***Exercising Consumer Rights***, and then complete Teaching Aid 45, ***Being a Responsible Consumer***. Instruct students to consider a recent consumer purchase, which might be a product or service, when checking off the consumer responsibilities fulfilled during the purchase. Have students rate their consumer responsibility according to the following scale: 10 or more items checked - "a responsible consumer;" 7-9 items checked - "on the track to responsibility;" fewer than 7 items checked, "not yet responsible." On the back of the sheet, have students write answers to the three questions at the bottom.

| | |
|---|---|
| *TA 44* | ***Exercising Consumer Rights*** |
| *TA 45* | ***Being a Responsible Consumer*** |

**TAAS WRITING**

## 3) SURVEY

Have students survey individuals for situations in which (a) rights as consumers were violated and (b) situations when consumer responsibilities should have been utilized more effectively. Guide students in developing a survey form to be used by the class.

Lead students to compile results and draw conclusions based on survey data. For example, results might be classified into categories according to rights and responsibilities, or according to the type of problem that arose. Take several of the situations as examples, and lead students to suggest practices that could lead to protection of rights and more effective use of responsibilities. Point out the importance of learning from experience. Also point out the importance of keeping accurate records of consumer purchases.

NOTES

TAAS WRITING

*TA 46* ***Writing Letters of Redress***

## 4) GROUP ACTIVITY/INTERNET SEARCH/PRESENTATION

Have students work in groups to analyze and practice actions related to the right to redress through activities such as the following:

- Summarize information presented on the Web site of the Office of the Attorney General, State of Texas related to Consumer Protection (*www.oag.state.tx.us*). Present findings to the class.
- Prepare a question and answer sheet for classmates related to consumer protection. An example is "Consumer Quiz: Facts for Consumers from the Federal Trade Commission" found at *consumerlawpage.com* under Brochures, General Consumer.
- Research and explain how to write a letter of complaint, and help classmates write a sample letter. Teaching Aid 46, ***Writing Letters of Redress***, may be used as a guide.
- Seek additional information to share with classmates from Web sites such as The Consumer Information Center and Federal Trade Commission (under Consumer Protection).

TAAS WRITING

## 5) WRITTEN EXERCISE

Have students write an exposition determining which situation would be the utopia – a world where the nation takes care of consumers by having abundant laws for protection of consumers or a world where individuals exercise consumer responsibilities more frequently and consistently. **Note**: This activity could be paired with a social studies class.

*TA 47* ***Economic Rights and Responsibilities***

## 6) RESEARCH/CLASS DISCUSSION

Have students read Teaching Aid 47, ***Economic Rights and Responsibilities***. Instruct students to consult references to identify additional economic rights of consumers in a free enterprise economy (i.e., right to voluntary exchange and right to compete in free enterprise). Lead students to list and analyze economic rights and responsibilities.

***KEY QUESTION***

- How do the basic consumer rights and responsibilities previously discussed interact with economic rights and responsibilities of consumers in a free enterprise economy?

## RESOURCES

**WEB SITES**

| | |
|---|---|
| The Consumer Information Center | *www.pueblo.gsa.gov* |
| Consumer Law Page | *consumerlawpage.com* |
| Federal Trade Commission | *www.ftc.gov* |
| Office of the Attorney General, State of Texas | *www.oag.state.tx.us* |

# Consumer
# and
# Family Economics

Knowledge and Skills.

(7) Economic security.

**The student assesses factors affecting the production and use of income.**

***The student is expected to:***

(A) determine sources of income;

(B) describe effects of personal and family priorities and goals on income and financial planning;

(C) evaluate the effectiveness of financial planning in reflecting personal and family goals;

(D) summarize the effects of external economic influences on spending decisions; and

(E) determine the components of effective consumer buying.

*7A - The student is expected to determine sources of income.*

**NOTES**

## 1) SURVEY/INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students survey members of families representing various stages of the life span to determine possible sources of income from all family members. Lead students to compile responses to develop a class list of potential sources of income.

*TA 48 Sources of Income*

Copy Teaching Aid 48, ***Sources of Income***, on card stock paper, and cut the terms into individual cards. Provide blank cards to add any additional sources students may have identified. Give each student one or more cards with instructions to define each term and clarify it by giving examples such as the following:

- Tips or gratuities are income in the form of money customers give workers for services provided. An example would be a wait person.
- Transfer payments are payments by the government for which recipients do not currently perform productive services, such as aid to families with dependent children. In some cases, payments are based on past productive activity, such as Social Security.

As students share definitions and examples, lead a class discussion on sources of income.

***KEY QUESTIONS***

- Which sources of income would be categorized as earned income?
- Which sources would be considered investment income?
- How did life-span stage impact sources of income?
- How do various sources of income compare in regard to the following:
  - earning potential?
  - restrictions?
  - limitations?
  - requirements?

## 2) BRAINSTORMING/INDIVIDUAL ACTIVITY

*TA 37a Economic Systems: The Basics*

**SOCIAL STUDIES**

Point out that income in the United States is derived mainly from ownership of one or more of the four factors of production defined in Teaching Aid 37a, ***Economic Systems: The Basics***. Have students work in small groups to list the four factors – land, labor, capital, and entrepreneurship – and brainstorm how each can be used to generate income.

Point out that in a free enterprise economy, people's incomes depend largely on the value of goods or services (including labor) that they can

NOTES

sell in the marketplace; income is impacted by the interaction of supply and demand. Ask students to suggest factors that can increase the demand for their goods and services, thus increasing income potential from various sources. Examples include increasing education, developing transferable skills, and targeting occupations that are fastest growing and in greatest demand.

*TA 49 Education Pays...*

**TAAS MATH**

Display Teaching Aid 49, ***Education Pays ...***, and ask students what inferences they can draw from the data depicted for 1997 (or print out the most current projections from the Occupational Outlook Handbook Web site under Employment Projections, "Education Pays..."). Have students perform various calculations and predict the resulting impact on lifestyle. For instance:

- What is the annual difference in earnings between the High-school graduate and the worker with an Associate Degree?
- How much money does this equate to per month?
- How much more per month is earned with the Bachelor's degree?
- What differences in your lifestyle would you anticipate at the various levels of earning?

Students could also graph the unemployment rate by educational level to graphically depict the employment advantages of higher educational attainment.

***KEY QUESTION***
- How does educational attainment affect income?

## RESOURCES

**WEB SITES**

*Occupational Outlook Handbook*
*www.bls.gov/ocohome.htm*
This site also provides additional occupational projections, access to the ***Occupational Outlook Quarterly*** online, and links to other sites for labor information.

*7B - The student is expected to describe effects of personal and family priorities and goals on income and financial planning.*

**NOTES**

## 1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Lead students to distinguish between priorities and goals. As discussed in Strategy 1 of TEKS 1C, a *priority* is something that takes precedence over other things. A *goal* is an objective one wants to attain. In other words, priorities reflect what is important as we make daily use of time and money; goals are aims toward which we strive.

Display Teaching Aid 6, ***Why Determine Priorities?***, and review reasons for setting priorities. Ask students to explain the meaning of the statement on the bottom left, "achieves balance between daily activities and long-term goals," and have students give examples to clarify the meaning. For instance, if a student has set a goal of making all As and Bs this semester, what priorities might be reflected in daily activities? If a family has a goal to purchase a new home, what priorities might be reflected in daily activities?

***TA 6 Why Determine Priorities?***

Have students illustrate the following steps on a graphic organizer such as the web diagram shown on Teaching Aid 50, ***Reaching Goals Requires Planning***.

- Write on the chart examples of two personal goals and one family goal.
- Estimate income needed and planning tools that can be used to achieve each goal.
- Determine current activities that will aid in achieving each goal.

***TA 50 Reaching Goals Requires Planning***

Discuss with students the meaning of the statement, "Are you going to be in control of your life and your money, or will you let LIFE and MONEY control you?" Lead students to consider how the answers relate to the diagrams students developed.

## 2) CLASS DISCUSSION

Refer to inferences that students drew from Teaching Aid 49, ***Education Pays***, in Strategy 2 of TEKS 7A. Since the level of formal education is a controllable factor that can impact potential income, ask students to suggest examples of personal and family priorities and goals related to education that could impact future income. Lead a class discussion based on students' responses and examples.

***TA 49 Education Pays...***

***KEY QUESTIONS***

- How can setting goals and priorities help individuals and families maximize future income?
- How can setting goals and priorities help maximize the use of current income?

**NOTES**

TA 51 ***Median Household Income by Age of Householder***

### 3) CLASS DISCUSSION

Display Teaching Aid 51, ***Median Household Income by Age of Householder***. Point out that the figures reflect the average of many households. Lead students to analyze implications of the figures.

***KEY QUESTIONS***
- At what ages is income typically the lowest? Why might this be?
- At what ages is income typically the highest? Why might this be?
- How can financial planning help even out the highs and lows of income over a person's lifetime?
- How can setting goals and priorities help maximize income potential over a person's lifetime?

### 4) VIDEOTAPE

Have students view a videotape on effective financial practices, such as *Money Matters* or *Money Management*, available from The Curriculum Center for Family and Consumer Sciences. Have students write a summary of key points.

**TAAS WRITING**

### 5) CASE STUDIES/WRITTEN EXERCISE

Have students develop case studies such as the following:
- retired couple living on the husband's company retirement plan
- widow in a government-funded retirement center
- middle-aged couple, both employed for 25 years each, with two children in college and two in high school
- mid-20s male working at minimum wage in a fast food restaurant
- young couple, with a baby, working their way through college

Ask students to reflect examples of personal and family priorities and goals in the case studies.

Have students exchange case studies and answer the following questions in writing:
- What priorities and goals are reflected in each case study?
- What impact do priorities and goals seem to have on income and financial planning?
- How might better prioritizing, goal setting, and financial planning have positively impacted income opportunities?

## RESOURCES

**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8B, "Goal Setting and Decision Making."

**VIDEOTAPE**

*Money Matters* or *Money Management*, available from The Curriculum Center for Family and Consumer Sciences.

*7C - The student is expected to evaluate the effectiveness of financial planning in reflecting personal and family goals.*

NOTES

## 1) GROUP ACTIVITY/VISUAL DISPLAY

Review with students the basic concepts covered in Teaching Aid 2, ***Financial Planning***. Point out that a financial plan does not have to be cumbersome or complicated. It simply involves the following steps:

- thinking through what you have
- identifying what you need and want
- determining how you can best use your financial resources to achieve your needs and wants

*TA 2 Financial Planning*

Provide students with copies of Teaching Aid 52, ***A Financial Plan Considers...***, and have them work in groups to elaborate each item in the outline. Have students consult reference books and the Internet for information on taking a personal inventory of assets; setting goals; and managing spending, savings, borrowing, investing, and protecting against financial crises. Instruct each group to present one portion of the outline to the class. Lead a class discussion on the importance of financial planning.

*TA 52 A Financial Plan Considers ...*

***KEY QUESTIONS***

- What are the benefits of having an overall financial plan?
- Why is it important to start with taking a personal inventory of financial resources?
- Why is determining your personal and family goals an important part of financial planning?
- What are effective tools and practices for managing spending? (i.e., a spending plan, budget, record-keeping system, wise purchasing practices)
- What are effective tools and practices for managing savings? (i.e., making savings a regular habit, establishing a savings account)
- What are effective tools and practices for managing borrowing? (i.e., establishing credit, using credit wisely and sparingly)
- What is the difference between savings and investing?
- How do you learn about investment options? develop an investment plan?
- How can you build protection against financial crises? (i.e., insurance, emergency fund, preventive practices)

Following the presentations, guide groups to compile their information into one visual display or informative brochure or information sheet that can be shared with other students or community members. **Note**: This could be adapted to serve as a FCCLA community service project.

FCCLA

**NOTES**

*TA 53 Without a financial plan...*

### 2) GUEST SPEAKER

Invite a professional experienced in financial planning to speak to the class on the topic summarized in Teaching Aid 53, ***Without a financial plan...*** Display the teaching aid, and ask the speaker to explain the benefits of financial planning, consequences of failing to plan financially, and ways to evaluate the effectiveness of financial planning in reflecting personal and family goals.

*TA 54a-c Financial Planning: A Good Start!*

**TAAS READING**

### 3) CASE STUDY/GROUP ACTIVITY

Instruct students to read Teaching Aid 54, ***Financial Planning: A Good Start!*** Have them work in groups to analyze the situation and answer the following questions:

- How do you think the financial plan will help Amelia and Joe with their day-to-day finances? with achieving their short-term and long-term goals? in their personal relationship?
- What might have happened had they proceeded without any kind of financial plan?

**TAAS WRITING**

**Note**: This activity can be extended by having students develop a case study for Karla and Luis and taking them through a process similar to that used by Amelia and Joe.

### 4) INTERNET SEARCH

Have students surf the Internet and develop a list of resources that would aid individuals and families in the financial planning process. Lead students to compile the resource list to be shared with other students.

#### FCCLA ACTIVITIES

- Financial Fitness: Financing Your Future, Making Money
- Community Service Project
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**AGENCY**

Texas State Securities Board *www.ssb.state.tx.us*
(See "Investor Information" and "Other Resources.")

**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 5C, "Financial Planning: Savings, Investments, and Insurance."

*7D - The student is expected to summarize the effects of external economic influences on spending decisions.*

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

## 1) BRAINSTORMING/CLASS DISCUSSION

Ask students to brainstorm examples of spending decisions they or family members have made within the past few months. Display Teaching Aid 55, ***Examples of Spending Decisions***, and lead a class discussion on spending decisions made by individuals and families.

*TA 55 Examples of Spending Decisions*

***KEY QUESTIONS***

- What factors influence the initial decision of whether or not to buy?
- How can you go about determining from what source to purchase and which specific item to buy? (i.e., comparison shopping)
- What options fall under the "how to pay" decision? (i.e., cash, credit contract, credit card, layaway)
- What are examples of large purchases? small purchases?
- What external factors impact individual and family spending decisions?

## 2) RESEARCH/POSTER PRESENTATION

Divide the class into groups to research economic indicators such as the following:

- Gross Domestic Product
- Consumer Price Index
- unemployment rate
- Gross National Product
- national debt
- balance of trade

Have students search the Internet and reference books for information. Also provide an assortment of articles from newspapers and business magazines that students can use to find examples where their assigned indicator is referenced.

**TAAS READING** **SOCIAL STUDIES**

Instruct each group to prepare a poster presentation with the following information:

- a definition of the indicator
- the current measurement (including a graph, if possible)
- articles from periodicals or the Internet referencing the indicator
- an interpretation of what the indicator means to the economy
- how the activity measured by the indicator could impact personal spending decisions of consumers (related to increased/decreased income)

**TAAS MATH**

**NOTES**

*TA 56* ***The Business Cycle***
*TA 57* ***Phases of Business Cycles***

### 3) RESEARCH/CASE STUDIES

Have students use Economics textbooks, the Internet, and other resources to research the business cycle, which reflects the ups and downs in the U.S. economy. Display Teaching Aid 56, ***The Business Cycle***, and lead students to share information gleaned from their research. Teaching Aid 57, ***Phases of Business Cycles***, provides a brief explanation of business cycles in the U.S. economy.

*TA 58* ***Case Studies in Economics***

**SOCIAL STUDIES** **TAAS WRITING**

Have students read Teaching Aid 58, ***Case Studies in Economics***. Based upon clues in each scenario, ask students to answer the following questions in writing:

- What phase of the business cycle is the economy likely experiencing?
- What clues led you to that conclusion?
- How will immediate spending decisions be impacted in each case?

**SOCIAL STUDIES**

### 4) ORAL PRESENTATION

Have students interview someone who experienced the Great Depression (i.e., a grandparent, relative, or other older adult in the community), and then share their findings in an oral report. Lead students to develop an interview outline in advance, covering questions such as: How did the Depression impact your life and that of your family? How was your personal/family income affected? What was the state of your local economy? national economy? How did you adjust your spending patterns?

### 5) GUEST SPEAKER

Invite an economics teacher to speak to the class on economic influences on spending decisions. Ask the speaker to review and expand upon concepts in Strategies 2 and 3, as well as explain how the government attempts to regulate economic activity through monetary policies. Have the speaker particularly emphasize the current state of the economy and how economic factors influence personal and family economics and spending.

## RESOURCES

**WEB SITES**

Bureau of Labor Statistics
*www.bls.gov* (See "Economy at a Glance")
University of California Government Printing Office Gate
*www.gpo.ucop.edu/catalog/econind.html*
U.S.A. Today
*www.usatoday.com/money/economy*
U.S. Congress
*www.access.gpo.gov/Congress* (See "Economic Indicators")

*7E - The student is expected to determine the components of effective consumer buying.*

NOTES

Refer to the **Blended Activities** and **Supervised Career-connections Experiences** sections for additional activities, including activities related to effective consumer purchasing of transportation, housing, food, clothing, and services.

## 1) CLASS DISCUSSION/WRITTEN EXERCISE

Use Teaching Aid 27, ***Basic Consumer Rights***, and Teaching Aid 44, ***Exercising Consumer Rights***, to stimulate discussion on how the factors listed aid consumers in practicing effective consumer buying.

Have each student write a one-page paper on an example of a purchase that turned out to be a disappointment after purchasing. Lead students to share and discuss their examples.

*TA 27* ***Basic Consumer Rights***
*TA 44a-b* ***Exercising Consumer Rights***

TAAS WRITING

***KEY QUESTIONS***
- What were reasons for purchases that had disappointing results?
- Who is to blame when decisions turn out badly? (Review basics of decision making.)
- What practices might have prevented the problems?
- What effective consumer buying practices are related to the right to be informed?
- What effective consumer buying practices are related to the right to choose?

## 2) RESEARCH/GROUP ACTIVITIES

Display Teaching Aid 59, ***Effective Consumer Buying***, and lead students to elaborate each statement and explain why it is a good practice.

Have students work in groups to complete selected activities from Teaching Aid 60, ***Learning Consumer Buying Concepts.*** Prepare copies of the following teaching aids as needed to help students complete assigned activities:
- Teaching Aid 61, ***Marketplace Sources***
- Teaching Aid 62, ***Checking Out the Source***
- Teaching Aid 63, ***Sources of Information for Wise Shoppers***

**Note**: Several of the activities can be extended into FCCLA projects for sharing with other students and community members.

*TA 59* ***Effective Consumer Buying***
*TA 60a-b* ***Learning Consumer Buying Concepts***
*TA 61* ***Marketplace Sources***
*TA 62a-b* ***Checking Out the Source***
*TA 63* ***Sources of Information for Wise Shoppers***

FCCLA

NOTES

*TA 64* ***Comparing Goods and Services***

### 3) TEAMWORK/PRESENTATION

Display Teaching Aid 64, ***Comparing Goods and Services***, and discuss questions to ask yourself when shopping for goods and services. Have students work in teams to select a specific item or service to investigate and recommend the "best buy." Examples of items might be a digital camera, refrigerator, or television. Have teams document and report on their comparisons (considering factors such as those discussed from the teaching aid), present their recommendation regarding purchase, and justify their selection.

TAAS WRITING

### 4) DEMONSTRATION/WRITTEN EXERCISE

Bring to class a common household appliance (i.e., breadmaker, mixer, telephone answering machine). Have students evaluate features offered by each, warranty available, storage required, cost, and other factors. Demonstrate the appliance in use so students can evaluate actual "hands on" use, ease of maintenance or cleanup, and product results. Ask students to write a three-minute paper stating whether the product would be a good purchase for them and why.

### FCCLA ACTIVITIES

- Financial Fitness: Consumer Clout
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**WEB SITES**

American Express

*www.americanexpress.com* (See "About the Company," "Shop Safely Online")

# Consumer
# and
# Family Economics

Knowledge and Skills.

(8) Economic security.

**The student explains the relationship of financial planning to economic security.**

***The student is expected to:***

(A) identify components of a budget;

(B) explain the functions, types, and services of financial institutions;

(C) identify savings and investment opportunities;

(D) relate insurance types to individual and family needs;

(E) explain the relationship between retirement planning and family financial security;

(F) compare sources and costs of credit;

(G) describe effective use of credit;

(H) develop an effective individual or family budget and record keeping system;

(I) utilize technology to examine personal financial management plans; and

(J) identify professional financial planning resources.

*8A - The student is expected to identify components of a budget.*

**NOTES**

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

## 1) CLASS DISCUSSION/GROUP ACTIVITY

Ask students what comes to mind when they hear the term *budget*. Lead them to define *budget* and to discuss advantages and disadvantages of having a realistic, usable budget (a money management plan based on income and expenses).

***KEY QUESTIONS***

- Is the immediate impression positive or negative? Why?
- Based upon what you have learned so far in Consumer and Family Economics, how could individuals and families benefit from a budget or spending plan?
- What would be disadvantages of not having a budget?
- Why is it essential that an individual or family budget be simple, usable, and realistic?

Display Teaching Aid 65, ***Weigh the Advantages of Planned Spending***, and emphasize any advantages and disadvantages not already covered.

*TA 65* ***Weigh the Advantages of Planned Spending***

Have students use references books, the Internet, and other resources to locate examples of budgets. Ask students to list on sticky notes the various components of the budget examples they found (one component per note sheet). Have students post their notes on the wall, grouping like ones together. Ask two students to organize the notes and eliminate duplicates, until a group of common budget components has been identified. Components may include the following:

- Total income (from all sources, such as wages, allowance, gifts)
- Fixed expenses (i.e., monthly housing payment, car payment, insurance premium, installment payment)
- Flexible expenses (i.e., food, utilities, clothing, household and personal needs, entertainment)
- Occasional expenses (taxes, gifts, insurance, medical expenses)
- Savings contributions

## 2) VIDEOTAPE

Have students view a videotape on budgeting, such as *User Friendly Budgeting*, available from The Curriculum Center for Family and Consumer Sciences. Ask students to write down three points they learned that could help them manage their money more effectively.

NOTES

*TA 66 Classify the Expenses*

### 3) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

From Teaching Aid 66, ***Classify the Expenses***, give students a list of expenses that might be incurred within a one-month period. Encourage students to add additional expenses they have incurred over the past month. Have students place individual expenses into the most appropriate budget categories (i.e., food, clothing, entertainment, etc.). Lead students to explain and justify their classification of budgeted items. (**Note**: Some of the items could be justified under more than one possible classification.)

***KEY QUESTIONS***

- Which of the expenses were fixed expenses? Explain.
- Which of the expenses were flexible expenses? Explain.
- What are examples of occasional expenses?
- How did your monthly expense items compare to the sample items? What additional ones did you have?

Point out that, although basic budget components may be the same, actual expenses will vary greatly for varying individuals and families.

### 4) VISUAL DISPLAY

Have students create a visual display depicting budget examples gathered from various sources, such as magazines, the Internet, reference books, or local financial institutions. Samples located in Strategy 1 may be included. Have students reference on the display any suggested Web sites or software for creating a budget.

TAAS WRITING

Ask students to select one budget example they think would work best for them and write a brief paper explaining why the budget was chosen. **Note**: Keep the display of budget examples for use in TEKS 8H.

FCCLA

#### FCCLA ACTIVITIES

- Financial Fitness: Cash Control
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 5B, "Budgeting/Purchasing."

**VIDEOTAPE**

*User Friendly Budgeting*, available from The Curriculum Center for Family and Consumer Sciences

*8B - The student is expected to explain the functions, types, and services of financial institutions.*

**NOTES**

### 1) CLASS DISCUSSION

Have students consult references to determine general functions that financial institutions perform in the economy. Lead students to discuss findings and develop a list of major economic functions of financial institutions. Point out that the main role of financial institutions in the economy is to enable money to circulate easily between firms, households, and government (review Teaching Aid 39a, ***Circular Flow Model of the Economy***, and note where financial institutions could be involved).

***TA 39a Circular Flow Model of the Economy***

***KEY QUESTIONS***

- If there were no safe place to deposit money, where would individuals, businesses, and government store their money? How would this impact the money supply and exchange of goods and services?
- When you deposit money in a savings account, what benefit do you receive? What benefit do other consumers and businesses receive from your deposits?
- How do financial institutions promote a healthy economy?

### 2) GROUP ACTIVITY

Display Teaching Aid 67, ***Types of Financial Institutions***, and have students consult references to explain the basic types of financial institutions shown. Have students work in groups to identify examples within the community of the four major types of financial institutions; suggest that students use resources such as the Yellow Pages, newspaper, and Internet. Lead students to compile their findings into one list.

***TA 67 Types of Financial Institutions***

Divide the list among groups, and ask groups to investigate services offered by selected institutions representing each type. Information could be obtained through visits (picking up any literature offered), telephone calls, or Web sites. Have students record their findings on Teaching Aid 68, ***Comparison of Financial Services***. Lead students to discuss and compare services and costs of services at each institution. Teaching Aid 69, ***Banking Services***, provides an overview of several services commonly provided by banking institutions.

***TA 68 Comparison of Financial Services***

***TA 69 Banking Services***

### 3) INTERNET SEARCH

Have students conduct an Internet search to determine new developments in electronic banking, advantages and disadvantages, guidelines for effective and safe use of electronic services, and predictions of future advances in electronic banking. Lead students to share findings.

NOTES

### 4) FCCLA PROJECT/VIDEOTAPE

Point out the importance of developing good consumer skills in order to maximize services offered at various types of financial institutions. Guide students in developing a FCCLA Banking Basics project to educate their peers on the basics of managing a checking account. A videotape such as *Checking Accounts: A Guide to Selection and Use* can provide basic information on using checking accounts.

Have students prepare examples and teach the following concepts:
- opening a checking account
- making a deposit
- writing checks
- using the checkbook register
- reconciling the bank statement
- using services such as ATMs, debit cards, and electronic bill payment

**Note**: Information and teaching aids for this project can be found in *Skills for Life* Module 5A, Personal Checking Accounts.

### FCCLA ACTIVITIES

- Financial Fitness: Banking Basics
- STAR Event: Applied Technology (related to services of financial institutions available on the Internet)
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**WEB SITES**

American Bankers Association

*www.aba.com* (Includes consumer tips, such as "Finding the Bank That's Right for You," under the Consumer Connection link)

Federal Reserve System

*www.bog.frb.fed.us*

**PUBLICATIONS**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 5A, "Personal Checking Accounts," and Module 5C, "Financial Planning: Savings, Investments, and Insurance."

**VIDEOTAPE**

*Checking Accounts: A Guide to Selection and Use*, available from The Curriculum Center for Family and Consumer Sciences

*8C - The student is expected to identify savings and investment opportunities.*

**NOTES**

## 1) GUEST SPEAKER

Have a representative of a financial institution speak to the class about the basics of savings and investment opportunities. Develop questions to guide the speaker's presentation, such as those on Teaching Aid 70, ***The Basics of Saving and Investing***. Give both the speaker and students a copy of the identified questions, and have students record answers to the questions as they are covered. The teaching aid can later be used for review and to guide further research into answering basic questions about savings and investment opportunities. **Note**: It is important that students be given realistic examples, such as savings of $10 weekly rather than $1,000 a month.

*TA 70 The Basics of Saving and Investing*

## 2) INDIVIDUAL ACTIVITY/VIDEOTAPE/VISUAL DISPLAY

Use Teaching Aid 71, ***How Money Grows***, to help students picture how money grows through compounding over a period of years. A videotape such as *A Penny Saved: How to Grow Money* can reinforce savings concepts. Lead students to draw inferences from the data shown, such as how much more money an individual will accumulate by starting even a small savings program early in life, and how significant accumulations begin to mushroom later in the savings period.

*TA 71 How Money Grows*

Instruct students to read references to explain the concept of *interest* and the different ways interest can be calculated (i.e., simple and compound interest). Have students use a calculator, interest calculating software, or a calculation program available over the Internet to calculate interest that would accrue on specific amounts over a designated time period. Have students present a summary of their calculations in chart or graph form. Lead students to select a few of the most impressive depictions of how money grows to develop into a visual display to share with peers. **Note**: This could be done in concert with a FCCLA Financial Fitness: Making Money project.

TAAS MATH

FCCLA

## 3) RESEARCH/ORAL PRESENTATION

Divide the class into groups, and provide students with a copy of Teaching Aid 72, ***Savings and Investment Opportunities***. Assign each group one or more categories of savings and investments to research. As groups present their findings, lead students to discuss each savings and investment opportunity and fill in their charts for all. Use background information from references, such as *Skills for Life* Module 5C, "Financial Planning: Savings, Investments, and Insurance," to emphasize key points for students to remember. Teaching Aid 73, ***Deciding Where to Save***, Teaching Aid 74, ***Before You Invest***, and Teaching Aid 75, ***Risk Pyramid***, can be used to support discussion points. Information for investors can also be located on the Internet.

*TA 72a-b Savings and Investment Opportunities*

*TA 73 Deciding Where to Save*

*TA 74 Before You Invest*

*TA 75 Risk Pyramid*

**NOTES**

***KEY QUESTIONS***

- What are factors to consider when shopping for a place to deposit savings?
- What is the difference between a regular savings account and a Certificate of Deposit?
- Which types of savings and investments are the most liquid? Why is that an important factor to consider?
- Which types of savings and investments are lower risk investments? higher risk investments?
- Why are federal government bonds considered the safest bonds available?
- Why is risk an important factor to consider?
- How does risk relate to return in investments?

## 4) SCENARIOS

Have students work in groups to complete Teaching Aid 76, ***A Financial Match***. For each of the three cases, have students match the savings or investment opportunity they consider most appropriate and justify their choice. Extend the activity by having students develop other scenarios and exchange with one another. Use sharing and discussion centered around the scenarios to review concepts related to savings and investment opportunities.

*TA 76* ***A Financial Match***

Answers:
1-B, 2-A, 3-C

**TAAS WRITING**

### FCCLA ACTIVITIES

- Financial Fitness: Banking Basics, Making Money, Financing Your Future
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**WEB SITES**

Alliance for Investor Education *www.investoreducation.org*
Federal Reserve Bank of Chicago *www.frbchi.org*
The National Endowment for Financial Education *www.nefe.org*
North American Securities Administrators Association
*www.nasaa.org* (See Investor Education)
Rutgers University *www.investing.rutgers.edu*
The Stock Market Game *www.smg2000.org*
*www.strongfunds.com* (See Planning Tools)
Texas State Securities Board *www.ssb.state.tx.us*
(See Investor Information and Other Resources)

**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 5C, "Financial Planning: Savings, Investments, and Insurance."

**VIDEOTAPE**

*A Penny Saved: How to Grow Money*, available from the Curriculum Center for Family and Consumer Sciences.

***8D - The student is expected to relate insurance types to individual and family needs.***

**NOTES**

## 1) SURVEY

Prior to class, have students ask family members and friends of various ages what types of insurance they carry and why. Lead students to share responses, list types of insurance mentioned, and develop a rationale for carrying insurance. Point out that insurance provides for protection against unexpected financial losses; without such protection, the best of financial plans can be wiped out by one major occurrence.

Display Teaching Aid 77, ***Why Is Insurance Needed?***, to point out occurrences that can trigger a financial crisis. Have students suggest types of insurance that can offer protection against each incident, as well as others they may think of that are not depicted.

*TA 77* ***Why Is Insurance Needed?***

## 2) RESEARCH/ORAL PRESENTATION

Divide the following categories of insurance among groups of students to research and summarize for presentation to classmates:

- health insurance
- life insurance
- automobile insurance
- income insurance
- property insurance
- liability insurance

Have students use reference books, the Internet, or other resources to research their assigned topic. Concise information about each type of insurance can be found in *Skills for Life* Module 5C, "Financial Planning: Savings, Investments, and Insurance." Instruct each group to prepare a handout for classmates summarizing basic information. Lead students to share and discuss their findings.

**TAAS READING**

***KEY QUESTIONS***

- What are common types of insurance under each major category?
- How do the various types differ?
- How would an individual or family determine which types of insurance to carry?

## 3) GAME

Have students work in groups to define common insurance terms such as those in Teaching Aid 78, ***Insurance Terms***. Divide the terms among groups, and have students write a term on one side of an index card and its definition on the other. Use the cards for a game of "Jeopardy" to help students learn the terms and definitions. See Teaching Aid 79, ***"Jeopardy" Game Instructions***, for detailed instructions for the "Jeopardy" game.

*TA 78* ***Insurance Terms***

*TA 79* ***"Jeopardy" Game Instructions***

NOTES

### 4) GUEST SPEAKER

Invite an insurance agent to speak to the class on how individuals and families can determine what types of insurance meet their needs. Assign students to listening teams to listen especially attentively and take notes on any points related to the type of insurance they researched in Strategy 2. (**Note**: Instructions for using listening teams can be found in the **Creative Ideas** section.)

***KEY QUESTIONS***

- Given that it is impossible to protect against every potential risk, how can individuals and families weigh the cost of insurance against the risks to determine appropriate coverage to purchase?
- What factors impact insurance needs of individuals and families? (i.e., family life cycle, life span stage, income)

### 5) VISUAL DISPLAY/SCENARIOS

Have students collect various brochures describing insurance types and create a visual display of the collected brochures.

*TA 80 Insurance Scenarios*

Have students work in groups to read the scenarios in Teaching Aid 80, ***Insurance Scenarios***, and suggest types of insurance the individual or family might want to purchase. Tell students to refer to all information previously covered, such as handouts from Strategy 2 and brochures in this strategy, to complete the assignment. If necessary, students may feel free to write in additional details to the brief scenarios as needed to make their suggestions. Lead students to share suggestions and relate insurance types to individual and family needs.

**FCCLA ACTIVITIES**

- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**WEB SITES**

| | |
|---|---|
| Allstate Insurance Company | *www.allstate.com* |
| Independent Insurance Agents of America, Inc. *www.independentagent.com* (See Consumer Information) | |
| Insurance Education Foundation (Offers "Choice, Chance, Control," free teaching packet with video) | *www.ins-ed-fdn.org* |
| Insurance Information Institute | *www.iii.org* |
| InsWeb Corporation | *www.insweb.com* |

**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 5C, "Financial Planning: Savings, Investments, and Insurance."

*8E - The student is expected to explain the relationship between retirement planning and family financial security.*

## 1) CLASS DISCUSSION/VISUAL DISPLAY

Write the term *retirement* on the board or overhead, and ask students what comes to mind when they hear the term. Responses will likely vary from positive to negative images. Point out that retirement is a period that can easily span 15-25 years or more (longer than students have lived). It is a period when retirees face many changes – both challenges and opportunities. Review the priorities and financial decisions identified in Strategy 3, TEKS 1C (Teaching Aid 8, ***Financial Decisions and Priorities Across the Life Span***). Note that retirees no longer bring home wage and salary income, so their comfort during retirement will depend upon how effectively they have planned ahead.

Guide students to create a visual display depicting images of retirement that students might expect to experience. The display could include pictures from magazines, newspaper articles, brochures and pictures of retirement communities, etc. Using previous discussion and the visual display as a springboard, lead a class discussion on the importance of planning ahead for retirement.

***KEY QUESTIONS***

- What are some things you would like to see happen during retirement years for yourself and your family?
- How will you have the money to achieve those goals?
- What income sources do you expect to have in retirement?
- Why is it necessary to plan ahead for retirement?
- What worries would you have if you had not made any advance plans for retirement?
- How would knowing that you had made adequate financial provisions for retirement give you a feeling of financial security?

## 2) INTERVIEW

Have students interview older adults to obtain advice regarding financial planning. If possible, have students audiotape the interviews for sharing with classmates. Guide students to develop a set of interview questions such as the following:

- Did you plan ahead financially for your retirement?
- At what age did you realize that you needed to plan for a financial future?
- At what age did you begin to save and invest for retirement?
- Who was involved in your retirement planning? (i.e., both husband and wife? children?)
- What "don't's" would you want to pass along to students regarding retirement planning?
- What "do's" would you want to share?

**NOTES**

| | |
|---|---|
| *TA 8* | ***Financial Decisions and Priorities Across the Life Span*** |

**NOTES**

Lead students to share and discuss the input and suggestions obtained through the interview. If interviews were audiotaped, have student volunteers edit and compile an audiotape of key comments and suggestions to share with other audiences or future use.

*TA 81* ***Three Legs of Retirement Planning***

### 3) CLASS DISCUSSION

Display Teaching Aid 81, ***Three Legs of Retirement Planning***, and point out that retirement planning has been likened to a three-legged stool. The three legs are (1) Social Security retirement benefits (if eligible), (2) your employer pension, and (3) your own savings and investment earnings. Lead a discussion based on the statement, "If all three legs are sound, the stool will be secure; if one or more legs is weak or missing, the other legs will have to be stronger."

Have students read references to learn about Social Security benefits (i.e., who accrues Social Security benefits, what determines the amount of benefits received, who receives benefits and when). Point out the importance of periodically checking your personal earnings and estimated benefits. **Note**: Personal Earnings and Benefit Estimate Statements can be obtained through the Social Security Administration at 1-800-772-1213 or *www.ssa.gov*. Beginning October 1999, annual Social Security Statements will be mailed to all workers age 25 or older who are not receiving Social Security benefits.

TAAS WRITING

### 4) WRITTEN EXERCISE

Have students write a paper describing the "ideal life" of an older, retired individual. In the paper, have students discuss financial planning steps that had to occur along the stages of the life cycle in order to achieve that ideal life.

## RESOURCES

**WEB SITES**

American Association of Retired Persons
*www.aarp.org*

Social Security Administration
*www.ssa.gov*

Other sites as located through a search using the key words: "Retirement Planning"

*8F - The student is expected to compare sources and costs of credit.*

**NOTES**

TEKS 8F and 8G both relate to credit. While 8F focuses on sources and costs of credit, and 8G focuses on effective use of credit, some concepts and strategies overlap. Concise content information, along with additional strategies and teaching aids, are found in *Skills for Life* Module 5D, "Managing Credit."

## 1) BRAINSTORMING/CLASS DISCUSSION

Write the term *credit* on the board, and ask students what images come to mind when they hear the term. Are the images positive? negative? Why? Have students brainstorm different examples/kinds of credit, and write these on the board or overhead.

Have students consult references to define the following terms: *credit* – the supplying of goods, services, or money in exchange for the promise of future payment; and *consumer credit* – credit extended to consumers for personal needs, not business debt.

*TA 82 Sources of Credit*

Refer to the examples of credit brainstormed by students, and lead students to classify each under one of the following categories:
- *sales credit* – credit extended to purchase goods and services
- *cash credit* – credit used to borrow money

Have students also list sources of credit – places where cash and sales credit can be obtained. Display Teaching Aid 82, ***Sources of Credit***, to facilitate discussion of various credit sources.

***KEY QUESTIONS***
- What are familiar sources of credit in the community?
- What sources of credit provide cash credit?
- What sources of credit provide sales credit?
- Why are loan sharks presented as "shady"?
- How can you locate reputable credit sources when needed?

## 2) GROUP ACTIVITY/ORAL PRESENTATION

*TA 83 Credit: Open and Closed*

**TAAS READING**

Have students read Teaching Aid 83, ***Credit: Open and Closed***. Divide the class into groups, and assign each group to research one of the five types of credit to present in greater depth to the class. Ask groups to locate and share examples of credit application forms and contracts for their assigned type (or provide students with examples you have previously collected).

Ask each group to cover the following in their presentations:
- a clear explanation of the type of credit

NOTES

- examples of purchases (to which students can relate) that might utilize the specific type of credit
- sources where the credit might be obtained
- costs, terms, and conditions associated with the type of credit

*TA 84a-b Cost of Credit*
*TA 85 Clarifying the Cost of Credit*

TAAS MATH

### 3) WRITTEN EXERCISE/INTERNET ACTIVITY

Have students read Teaching Aid 84, ***Cost of Credit***, and then complete Teaching Aid 85, ***Clarifying the Cost of Credit***. Use the questions to guide a discussion of the cost of credit.

Have students conduct an Internet search (use the search words "calculating interest charges") to locate an online interest-rate calculator, or provide students with access to interest-calculating software. Instruct students to experiment with varying the amount financed, APR, and term/number of payments. Have them record and compare monthly payments and total interest charges. For additional emphasis, students could prepare a chart or graph depicting comparisons.

*TA 86 Comparing Sources and Costs of Credit*

TAAS MATH

### 4) INDIVIDUAL ACTIVITY

Have students select one item to purchase and compare credit costs and considerations from three sources. For example, if a student selects a $2,500 computer system, possible credit sources could be the store that sold the computer, a secured loan from a credit union, or an unsecured loan from a finance company. Have students complete Teaching Aid 86, ***Comparing Sources and Costs of Credit***. Lead students to report and discuss their findings.

*TA 87 Credit Cost Comparison*

TAAS READING

### 5) GROUP ACTIVITY

Ask students to save examples of unwanted credit card solicitations mailed to them or other household members. Have students work in groups to analyze the applications to compare costs associated with use of each card. As students share findings, point out that costs associated with credit cards include annual fees and interest charges, as well as fees and penalties. Total costs depend on factors such as the method of calculating balances, grace periods, and other lender policies. For example, Teaching Aid 87, ***Credit Cost Comparison***, shows how charges may vary depending on the method of computing the daily balance. Have students go back to be sure they understood all of the "hidden" costs they might have missed in their comparisons.

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## RESOURCES

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**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 5D, "Managing Credit."

*8G - The student is expected to describe effective use of credit.*

### 1) CLASS DISCUSSION/GROUP ACTIVITY/FCCLA

Display Teaching Aid 88, ***Control Credit!***, and ask a student volunteer to read the text aloud to the class. On the left side of a sheet of paper, ask students to list advantages they can see for using credit; on the right side ask them to list disadvantages. Use Teaching Aid 89, ***Advantages of Using Credit***, and Teaching Aid 90, ***Disadvantages of Using Credit***, to facilitate discussion.

Point out that whether credit is "good" or "bad" depends upon how effectively it is used. Using reference books, the Internet, or other resources, have students work in groups to develop guidelines for effective use of credit. Lead groups to share guidelines.
**Note**: As a FCCLA Financial Fitness or community service project, have students create a brochure or information sheet to share guidelines for effective use of credit with their peers or community members.

### 2) VIDEOTAPE

Have students view a videotape on effective use of credit, such as *Credit: You're in Charge* or *Buy Now, Pay Later: Credit Basics*, available from The Curriculum Center for Family and Consumer Sciences. Have students write a summation of three key points learned the video.

### 3) GROUP ACTIVITY/WRITTEN EXERCISE

Point out that the first step in using credit is to establish credit. Display Teaching Aid 91, ***How Can You Establish Credit?***, and lead a class discussion on ways to establish and maintain credit.

Provide examples of credit applications for students to examine, and discuss the reasons for the types of information provided on the application. (Use applications collected in Strategy 2, TEKS 8F.) Display Teaching Aid 92, ***The Three "Cs" of Credit***, and explain the relation of an individual's character, capacity, and capital to that individual's *credit rating* (a creditor's evaluation of a consumer's willingness and ability to repay debts). Have students work in groups to identify information requested on the credit application that helps the creditor evaluate each of the three "Cs."

Make copies of some of the credit applications, and have students work in pairs to practice completing the applications, using fictional but realistic information.

### 4) GUEST SPEAKER

Invite a representative from a local credit bureau or Retail Merchants Association to speak to the class about the importance of maintaining a good credit rating and ways to do so. Ask the speaker to share general examples of common mistakes young people make that

**NOTES**

*TA 88 Control Credit!*

*TA 89 Advantages of Using Credit*

*TA 90 Disadvantages of Using Credit*

FCCLA

TAAS WRITING

*TA 91 How Can You Establish Credit?*

*TA 92 The Three "Cs" of Credit*

TAAS READING

TAAS WRITING

**NOTES**

damage their credit rating and to give suggestions for effective use of credit. Have the speaker also explain consumers' rights to view their own credit file and how to access one's credit report.

### 5) GROUP ACTIVITY/CLASS DISCUSSION

Bring examples of credit contracts from sources such as furniture stores, department stores, car dealerships, and lending agencies. Have students work in groups to analyze the contracts and compare features such as length of contract, interest rate, repayment clause, late charges, and collateral.

*TA 93* ***Responsibilities of Credit Users and Creditors***

Use Teaching Aid 93, ***Responsibilities of Credit Users and Creditors***, to summarize credit guidelines for both the purchaser and seller. Emphasize the importance of clearly understanding all terms of the contract before entering into any credit agreement.

### 6) RESEARCH/ORAL PRESENTATION

**TAAS WRITING** **TAAS READING**

Have students consult reference books, the Internet, or other resources to write a report on one of the following topics to present to the class:
- How much credit is too much? (for example, two guidelines might be a 20% of net income limit and the debt-to-income ratio)
- Where can you turn when you are over your head in credit debt?
- What consumer credit legislation protects consumers when they use credit?
- Why is credit card debt a serious problem for many young adults? What practices can help young credit card users avoid this trap?
- What are common examples of credit card fraud? What precautions can prevent you from being a victim of credit card fraud?

**TAAS MATH**

**Note**: *Skills for Life* Module 5C, "Managing Credit," provides related information and teaching aids (i.e., a debt-to-income ratio calculation sheet, information on credit card use, and a chart of consumer credit legislation). Debt-to-income ratio calculators can also be accessed on the Internet through a search using "debt-to-income ratio."

FCCLA

### FCCLA ACTIVITIES

- Financial Fitness: Consumer Clout
- STAR Event: Illustrated Talk (based on reports in Strategy 5)

## RESOURCES

**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 5D, "Managing Credit."

**WEB SITE**

| | |
|---|---|
| Consumer Credit Counseling Service | *www.cccsintl.org* |

**VIDEOTAPES**

*Credit: You're in Charge* or *Buy Now, Pay Later: Credit Basics*, available from The Curriculum Center for Family and Consumer Sciences.

***8H - The student is expected to develop an effective individual or family budget and record keeping system.***

**NOTES**

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

## 1) CLASS DISCUSSION/SKITS

Ask students if they have ever lost an important class paper and what the consequences were. Lead students to discuss benefits of organization and record keeping and cite ways they can organize school papers.

***KEY QUESTIONS***

- How does keeping records relate to keeping up with classwork and assignments?
- Do some students keep their lockers and backpacks more organized than others? By your observation, what is their secret?
- Can record keeping be learned? Explain.

Have students present skits depicting times when they or someone in the family has trouble finding an important receipt, statement, or other financial record. Teaching Aid 94, ***Where Is It?***, can be used as an example. Use the skits as a springboard to discuss the importance of developing a family record keeping system.

*TA 94 Where Is It?*

Display Teaching Aid 95, ***Important Family Records***, and have students suggest how and where the various documents might be kept. Ask students to suggest additional records important to the family.

*TA 95 Important Family Records*

## 2) SURVEY/VISUAL DISPLAY/WRITTEN EXERCISE

Review budgeting concepts previously covered in TEKS 8A, and refer to examples of budgets. Point out that developing a budget is the "planning" step in managing spending; students also need to consider how they will actually "organize" and "implement" the budget plan. (Present the overall budget system in context of the management process of planning, organizing, implementing, and evaluating.) Note that successfully organizing and implementing a budget requires a system for recording and controlling day-to-day spending.

Have students survey individuals of various ages to identify types of budget systems and techniques used to organize and implement the budget. Based on survey results, lead students to list, discuss, and compare budget systems and techniques – determining which they consider most and least effective. Use Teaching Aid 96, ***Methods of Organizing and Implementing a Budget***, to facilitate discussion.

*TA 96 Methods of Organizing and Implementing a Budget*

**NOTES**

### 3) VISUAL DISPLAY/FCCLA

Based on survey suggestions and Teaching Aid 96 from Strategy 2, have students develop a visual display of methods that can be used to organize and implement budgets.

FCCLA
TAAS MATH

Have students analyze the various examples and select a method or combination they think would work best for them. As a FCCLA Power of One: A Better You project, have individual students plan a personal budget and implement the selected method to organize and implement the budget over a designated period (i.e., two, four, or six weeks).

### 4) PROJECT

TAAS WRITING

Review components of a budget from TEKS 8A, Strategy 1. Have students work in small groups to complete the following steps:

- Describe a fictional individual or family
- Specify details needed for purposes of developing a budget (i.e., total income from all sources, specific expense amounts, and any special circumstances or considerations)
- Develop a budget that includes all budget components

Students may use budget forms from previous strategies or develop their own form (preferably using computer software or Internet-based applications).

*TA 97* ***Budget Percentage Guidelines***
TAAS MATH

Have groups present budgets for the fictional individuals or families to the class for feedback and discussion. Use Teaching Aid 97, ***Budget Percentage Guidelines***, as a reference point to evaluate each budget. Point out that these are only guidelines, and circumstances, such as child care expenses, can cause justifiable variances. Allow students to revise their budgets as needed based on feedback. Lead students to discuss the budgeting process and what they learned from the project.

FCCLA

**FCCLA ACTIVITIES**

- STAR Event: Applied Technology (related to budgeting and record keeping)
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 5B, "Budgeting/Purchasing."

**WEB SITES**

*www.pueblo.gsa.gov/consnew2.htm* (The Consumer's Almanac, Financial Planning)
*www.personalbudgeting.com*

***8I - The student is expected to utilize technology to examine personal financial management plans.***

NOTES

## 1) GROUP ACTIVITY/VISUAL DISPLAY

Have students work together to identify technology applications that are available to use in developing and evaluating personal financial management plans. Direct the class in dividing activities such as the following among individuals and groups:

- Visit stores that specialize in computer software, and determine availability and cost of personal financial software packages. Note findings in writing, and collect examples of any brochures and other information available about the software applications.
- Search the Internet to ascertain personal financial management technology applications that are available. Keep a good record of Web sites so they can be revisited later. Note findings in writing, and print out helpful information for sharing with classmates.
  **Hint**: Possible key words to initiate a search are "household financial management" and "personal budgeting." Another starting point is the Links page at *www.cfp-board.org*.
- Seek information about computer software applications for personal financial management from resource persons such as a technology applications or business education teacher.

Guide students to share their findings and develop a class summary (i.e., chart or visual display). Lead students to discuss the various examples and determine which they think would be most practical, usable, and affordable.

## 2) SURVEY/VISUAL DISPLAY/WRITTEN EXERCISE

Arrange for students to take an educational tour to visit a financial planning expert for a demonstration of financial planning technology tools that can be utilized by consumers. Select one of the projects completed in TEKS 8H, Strategy 4, and ask the expert to show how technology applications can be used to develop or evaluate the plan.

***KEY QUESTIONS***

- What are examples of personal financial management applications that are available to consumers?
- What hardware is required for various applications?
- What expertise is required to use the applications?
- How expensive are the applications?
- What financial management functions can be performed?
- What is the advantage of using such applications?
- How has technology changed the face of personal financial management?

NOTES

***KEY QUESTIONS, CONTINUED***
- How do you predict personal financial management will be impacted by new technology over the next decade?

**Note**: If an educational tour is not practical, have the resource person visit the class, share with students via videoconference, or visit with a class representative to answer questions and send samples of printouts, spreadsheets, graphics, etc. for the class to examine.

### 3) FCCLA

Work with chapter leaders to use computer software applications to develop the chapter budget, records, and monthly reports. Guide students in examining printouts of the financial records and analyzing any changes that need to be made in the budget or financial management system.

## RESOURCES

**WEB SITE**

Certified Financial Planner Board of Standards
*www.cfp-Board.org* (See the Links page.)

*8J - The student is expected to identify professional financial planning resources.*

NOTES

## 1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Lead students to suggest times when they might need to use professional services in financial planning. Examples might include:

- when you lack the expertise to make a sound decision (i.e., purchase of insurance, stocks, 401Ks)
- when you cannot devote the time to learn how or to manage your financial plan
- when you have an unexpected life event such as a major illness, birth, inheritance, or early retirement
- when you need a financial plan and don't know where to start
- when you want to get serious about retirement planning
- when you want a professional opinion on how your own financial plan is working

Have students complete Teaching Aid 98, ***What Professional Can Help?***, to identify professionals to whom individuals might turn in each instance.

***TA 98 What Professional Can Help?***

Answer key for ***TA 98***:
1-G, 2-E, 3-B, 4-A,
5-F, 6-C, 7-D

## 2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students refer to the newspaper, Yellow Pages, television ads, and the Internet to identify a variety of professional financial planning resources that are available. Ask students to record their list, along with a brief description of what services are offered.

Have students write a source offering professional financial planning resources and request information that can be shared with the class. As information is received, develop a class file of financial planning resource information.

TAAS WRITING

## 3) GUEST SPEAKER

Invite a credentialed financial planner to speak to the class about the different types of professional financial resources that are available, their costs to customers, and ways to recognize both fraudulent services and trustworthy, reputable services.

***KEY QUESTIONS***

- Why is it important to have a financial planner?
- What types of credentials are recognized in the field of financial planning?
- If people are "in trouble" financially, how can they afford a financial planner?

**NOTES**

### 4) INTERNET SEARCH/PRESENTATION

Read the following statement from the Better Business Bureau.

> *Consumers look to financial planners to provide objective, knowledgeable advice about managing an important aspect of their lives: their money. Because the field is largely unregulated, however, the title "financial planner" does not guarantee any level of qualifications or expertise. Consumers therefore need to exercise caution when choosing someone with whom to entrust financial resources.*

Stress the importance of seeking guidance only from qualified professionals concerning personal financial planning; credentials, expertise, reputation, and confidential services are important characteristics for financial planners to have.

**TAAS WRITING**

Have students work in groups to search the Internet and summarize information on a topic to help consumers work with professional financial planners (i.e., selecting a financial planner, questions to ask when choosing a financial planner, working with a financial planner). Have students present the information in creative forms such as the following:

- a newspaper article (could be published in the school or local paper)
- an oral presentation
- a skit (i.e., a consumer interviewing a prospective financial planner)
- a poster presentation

### FCCLA ACTIVITIES

- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**WEB SITES**

American Association of Retired Persons
*www.aarp.org* (Under Money and Work, see Financial Planning section)
Better Business Bureau
*www.bbb.org* (Under Resource Library, "Tips for Consumers: Selecting a Financial Planner")
Certified Financial Planner Board of Standards
*www.cfp-board.org* (See Financial Planning Resource Kit, which includes "10 Questions to Ask When Choosing a Financial Planner")
Financial Planning Association
*www.fpanet.org* (See Resources for good links)
Society of Financial Service Professionals *www.financialpro.org*
Texas State Securities Board
*www.ssb.state.tx.us* (See Investor Information and Other Resources)

# Consumer
# and
# Family Economics

Knowledge and Skills.
(9) Career preparation.
**The student exhibits employability skills transferable to multiple careers.**

***The student is expected to:***

(A) determine various careers compatible with personal characteristics, interests, and abilities;

(B) demonstrate verbal, nonverbal, written, and electronic communication skills;

(C) assess interpersonal skills and attitudes appropriate for the workplace;

(D) describe grooming, dress, and etiquette appropriate for the workplace;

(E) demonstrate skills, characteristics, and responsibilities of leaders and effective team members;

(F) analyze transferable financial and business management skills;

(G) determine continuing education opportunities that enhance career options, career advancement, and lifelong learning; and

(H) demonstrate effective techniques to secure, maintain, and terminate employment.

*9A - The student is expected to determine various careers compatible with personal characteristics, interests, and abilities.*

**NOTES**

## 1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Ask students which of the following statements best describes where they are at this point in career exploration.

- I have a general idea of what career cluster or area most suits my interests and abilities.
- I have a good idea of some specific careers I might like to pursue.
- I have no clue regarding what careers are best suited to my interests and abilities.

Have students share examples of career exploration activities they have experienced. Ask those who are farther along in the process of career exploration to share ideas to help classmates

1. assess their personal characteristics, interests, and abilities, and
2. determine various careers compatible with their personal characteristics, interests, and abilities.

Arrange for students to complete a career interest inventory and aptitude assessment to determine careers compatible with personal characteristics, interests, and abilities. **Note**: Work with the school counselor to provide forms, computer programs, or suggestions for online surveys.

Based on results of the survey, have each student identify three careers considered most compatible at this point and three careers considered least compatible. Lead a class discussion based on student input.

***KEY QUESTIONS***

- Which careers appeal to you more at this time in your life? Why?
- Which careers have less appeal? Why?
- Do you expect your career interests to change as your life stage changes? Explain.
- Based on current economic trends, how advisable might it be for individuals to plan for more than one career?

## 2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students complete Teaching Aid 99, ***Matching Personal Characteristics with Careers***. The three careers identified in Strategy 1 should be listed as Career #1, #2, and #3. After completing the activity sheet, have students discuss implications of their findings with a partner.

*TA 99 Matching Personal Characteristics with Careers*

**TAAS WRITING**

Ask each student to write an essay about the reasons the top three careers were chosen in Strategy 1 and the expectations of each. Also, students could analyze the three least appealing choices as to reasons for avoiding these careers.

NOTES

### 3) PANEL DISCUSSION

Invite a panel of individuals representing various ages and careers to talk to the class about the importance of a good match between a person's career and their personal characteristics, interests, and abilities. Guide students in preparing interview questions such as the following:

- How compatible is your current career with your personal characteristics, interests, and abilities?
- How did you get into your current career?
- What other jobs have you had in your career life?
- What are examples of jobs you have had that were not compatible with personal characteristics, interests, and abilities? What were the consequences of this mismatch?
- What advice would you give students regarding career selection in light of personal characteristics, interests, and abilities?

TAAS WRITING

Following the presentation, have students write a one-page summary of key points they learned that will help them in their career search.

### FCCLA ACTIVITIES

- FCCLA Career Connection: SIGN ON to the Career Connection
- Power of One: Working on Working
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**WEB SITES**

JobWeb
    *www.jobweb.org*
Monster Board
    *www.monster.com*
*Occupational Outlook Handbook*
    *stats.bls.gov/ocohome.htm*

**PUBLICATION**

U.S. Department of Labor, 1998. *O*Net Dictionary of Occupational Titles.*

*9B - The student is expected to demonstrate verbal, nonverbal, written, and electronic communication skills.*

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

## 1) CLASS DISCUSSION/ROLE PLAY

Ask students to share what they already know about communication skills and their importance. Let students take turns stating one concept at a time while a volunteer records each point on the board or overhead. Use the concepts as a springboard to present basic concepts related to verbal, nonverbal, written, and electronic communication skills. (*Skills for Life* Module 4A, "Verbal and Nonverbal Communication," provides a good overview of basic concepts.)

Have students work in groups to (1) identify problems created by poor communication skills and (2) suggest possible solutions to the identified problems. Ask students to focus on at least one example related to home, one related to school, and one related to work. Have groups take turns role playing situations depicting a communication problem; have another group respond by role playing a situation where the problem is addressed or solved through better communication skills.

Lead students to discuss examples of common problems related to communication, communication skills needed in various settings, and the importance of good communication skills at home, school, and work.

***KEY QUESTIONS***

- What are examples of important verbal communication skills? nonverbal skills?
- What are examples of problems that poor communication skills cause at home? at school? at work?
- What are characteristics of good listeners?
- How can you improve your communication skills?

## 2) E-MAIL SURVEY

Have students research and discuss how to use E-mail effectively, and then have students conduct an E-mail survey of individuals of various ages concerning the use of electronic communication. Guide students to prepare survey questions such as the following:

- What advantages do you think the growing use of electronic communication offers to individuals?
- What disadvantages are associated with growing use of electronic communication?
- How might the speed of electronics "slow down" communication?

NOTES

- What electronic communication skills do you think are essential for young adults to possess today?
- How can these essential skills be developed?

### 3) GAME/DEMONSTRATION

Have students read and discuss information on nonverbal communication. Ask students to choose different messages given by nonverbal communication and demonstrate what these messages might look like. This could be structured as an adaptation of Charades; as a student demonstrates nonverbal communication, other students can guess what message is being sent. Examples might include folded arms (defensiveness), raised eyebrows (doubt or surprise), slumped shoulders (fatigue or depression), eye-to-eye contact (desire to communicate), and facial expressions (a variety of possible messages).

***KEY QUESTIONS***

- How can nonverbal communication strengthen verbal communication?
- How can nonverbal communication interfere with verbal?

Ask students to think of positive messages they would want to send in certain circumstances (i.e., interest in a job for which a student is interviewing, the desire to be friends with a new acquaintance, interest in a lesson in a class where a good grade is essential). For each circumstance, ask students to demonstrate positive ways to send the nonverbal communication.

### 4) PROJECT/FCCLA

Guide students in selecting, planning, and completing a Power of One: A Better You self-improvement project to improve targeted verbal, nonverbal, written, or electronic communication skills.

**FCCLA ACTIVITIES**

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Power of One: A Better You, Working on Working
- STAR Event: Interpersonal Communications
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 4A, "Verbal and Nonverbal Communication."

*9C - The student is expected to assess interpersonal skills and attitudes appropriate for the workplace.*

**NOTES**

## 1) VIDEOTAPE/CLASS DISCUSSION

Have students view a videotape related to the skills and attitudes appropriate for the workplace, such as *Profile of the Perfect Employee,* available from The Curriculum Center for Family and Consumer Sciences.

Lead students to discuss how positive interpersonal skills and attitudes affect successful workplace relationships and overall job success.

***KEY QUESTIONS***
- What are examples of personal characteristics essential for job success?
- How does attitude impact job success?
- What does a positive workplace attitude "look like"?

## 2) GROUP ACTIVITY/WRITTEN EXERCISE

Have students work in groups to compile a list of interpersonal skills and attitudes that employers have identified as essential in their employees. Information sources may include reference books, library resources, the Internet, and contacts with employers. Have each group develop a list of their "Top Ten" interpersonal skills and attitudes to present to the class, along with a rationale for the importance of each.

*TA 100 I Want a Worker*

Lead students to share and discuss their lists. Teaching Aid 100, ***I Want a Worker***, provides an additional employer perspective on qualities desired in an employee.

**TAAS WRITING**

Have each student select three qualities and answer the following questions in writing.
- Why would each of the identified qualities be important in the workplace?
- What could be the long-term benefits to an employee of possessing strong interpersonal skills and attitudes identified as important?
- What could be the long-term disadvantage of not possessing such skills and attitudes?
- How can an individual pinpoint and improve areas of weakness?

## 3) VISUAL DISPLAY

Have students design a visual display illustrating desired interpersonal skills and attitudes appropriate for the workplace. Arrange for the display to be placed in a prominent place for sharing with other students.

**NOTES**

### FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Power of One: Working on Working; Take the Lead
- STAR Event: Interpersonal Communications
- Leaders at Work

## RESOURCES

**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 6A, "Characteristics Needed for Employment."

**VIDEOTAPE**

*Profile of the Perfect Employee*, available from The Curriculum Center for Family and Consumer Sciences.

*9D - The student is expected to describe grooming, dress, and etiquette appropriate for the workplace.*

NOTES

## 1) CLASS DISCUSSION

Have students write on a slip of paper three things they think of when they hear the term *etiquette*. Use students' responses as a springboard for discussing what etiquette means and why it is important in the workplace. *Etiquette* may be defined as "the rules that govern social conduct, or behavior that is considered proper." In other words, etiquette means practicing good manners. Practicing good manners demonstrates that a person is thoughtful and considerate of others.

***KEY QUESTIONS***

- What are some practices of proper etiquette (good manners) that you have observed in restaurants, at social events, school-sponsored events, or your workplace?
- What are some of the reactions of others when etiquette and good manners are not used?
- Why is the practice of etiquette and good manners important in social and business settings?
- How does knowing rules of etiquette contribute to feelings of confidence and security in dealing with other people?
- In our global economy, how might what is considered proper etiquette vary in other countries? (Have students research specific examples.)

## 2) WRITTEN EXERCISE

TAAS WRITING

Have students write a brief paper describing two individuals who use appropriate grooming, dress, and workplace etiquette in their workplace, and two individuals who do not. **Note**: This activity could be done over a weekend while students are eating out, shopping, going to the movies, etc. Have students share and discuss their descriptions.

***KEY QUESTIONS***

- Why did you consider the examples appropriate or inappropriate?
- Does "appropriate dress" vary from business to business? Explain.
- How do customers react to employees whose dress, grooming, and etiquette are appropriate? inappropriate?
- How is the business ultimately impacted by the impressions generated by its employees?

## 3) GROUP ACTIVITY

TAAS WRITING

Have students write on index cards questions they might ask a personal appearance consultant regarding grooming and dress appropriate for the workplace. Divide the cards among groups of students, and have groups research and prepare written responses to the questions they received.

**NOTES**

***TA 101 Grooming and Personal Appearance***

After students have shared questions and responses, lead the class to develop a list of guidelines regarding grooming and dress appropriate for the workplace. Teaching Aid 101, ***Grooming and Personal Appearance***, may be used as a source for additional suggestions.

### 4) VIDEOTAPE OR GUEST SPEAKER/SKIT

Show a videotape on grooming, dress, and etiquette in the workplace, such as *Business Etiquette,* available from The Curriculum Center for Family and Consumer Sciences, or have a guest speaker share information on the topic with students.

Have students create and perform a skit about typical workplace situations where some participants exhibit appropriate and some exhibit inappropriate grooming, dress, and etiquette. Suggest that students include such common examples of etiquette as making introductions, being respectful of others, avoiding gossip, sharing equipment, and participating in business meals.

***KEY QUESTIONS***

- In planning the skit, how were decisions made as to what factors were appropriate and inappropriate?
- Which behaviors were the easiest to perform?
- What experiences or situations helped inspire scenes for the skit?

FCCLA

**FCCLA ACTIVITIES**

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Power of One: Working on Working; Take the Lead
- Leaders at Work

## RESOURCES

**PUBLICATIONS**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 1B, "Social Conduct," and Module 6A, "Characteristics Needed for Employment."

**VIDEOTAPE**

*Business Etiquette*, available from The Curriculum Center for Family and Consumer Sciences.

**WEB SITE**

At Ease Inc. *www.ateaseinc.com*
(Commercial source for videos and tip sheets on business etiquette)

*9E - The student is expected to demonstrate skills, characteristics, and responsibilities of leaders and effective team members.*

NOTES

### 1) INTERVIEW

Have students interview leaders of different community groups (i.e., business and civic organizations, garden societies, religious organizations, volunteer groups) to determine skills, characteristics, and responsibilities of leaders and effective team members. Guide students to develop interview questions such as the following:

- Is your office a result of an election or an appointment?
- What are your major responsibilities?
- What qualities are important to your position in order to be an effective leader?
- What qualities are important for the group's members in order for the group to be effective?

Lead students to share their results and compile a class list of skills, characteristics, and responsibilities of leaders and effective team members. **Note**: FCCLA members could use computer software applications to convert the list into an attractive flyer to use in FCCLA leadership training events.

FCCLA

### 2) RESEARCH/WRITTEN EXERCISE

Have students research the topic of leadership and write an essay about critical skills and characteristics necessary to effectively fulfill responsibilities of leaders and group members. Have students report to the class key points from their essays.

TAAS WRITING

### 3) INTERVIEW

Explain that students will be videotaping demonstrations of themselves as leaders and team members effectively handling various situations common to group meetings, such as election of officers, committees meeting with chairpersons, parliamentary procedures, discussion of an issue, delegating responsibilities, etc. Lead students to identify situations they want to enact and describe the setting for the role play/demonstration. For instance, demonstration #1 might be a FCCLA business meeting where members are deciding on a chapter service project; two groups of members have differing ideas of what to do.

Help students organize the activity, determining who will assume what roles and responsibilities in setting up and videotaping the demonstrations. When videotaping is complete, lead students to analyze how effectively leaders and team members performed in each example.

- What were examples of effective leadership exhibited in each situation?

**NOTES**

- What were examples of effective team membership?
- In what specific ways might effectiveness of leaders and team members have been improved?

Provide students with the opportunity to make the suggested improvements and repeat the videotape demonstrations and analysis – so students can make immediate response to suggested improvements.

### FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Power of One: Take the Lead
- Leaders at Work
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 4B, "Leadership."

***9F - The student is expected to analyze transferable financial and business management skills.***

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

## 1) BRAINSTORMING/WRITTEN EXERCISE

Have students list on a sheet of paper financial and business management skills (such as those learned in Consumer and Family Economics) that will be "transferable" to multiple family, career, and community settings. Ask them to list as many skills as they can think of in two minutes. Have students take turns rapidly sharing the skills listed.

Then have them turn the paper over and jot down (in another two minutes) times that such transferable skills can help them in the future. Use shared responses as a springboard to point out the importance of transferable skills. For instance, employees of the future are likely to change careers several times. They will be managing personal finances in a rapidly changing information age. Transferable financial and business management skills will serve students as they seek promotions within their company, change jobs or careers, manage personal finances through the life span, assume community and volunteer roles, etc.

Have students complete Teaching Aid 102, ***Checklist for Financial and Business Management Skills***. Lead students to analyze the various skills regarding their importance, students' ability to perform them, and ways they might develop targeted skills. Have students suggest additional financial and business management skills that are transferable to various situations. **Note**: Students could take the expanded list to a meeting (i.e., class, volunteer, FCCLA) and identify skills as needed in the meeting.

***TA 102a-b Checklist for Financial and Business Management Skills***

## 2) GROUP ACTIVITY/CLASS DISCUSSION

Have students work in pairs to locate ten varied jobs that require financial and business management skills. Possible resources include the *Occupational Outlook Handbook*, career information in the library, and job postings from classified ads or on the Internet. Another source might be publications such as university alumni magazines that often list outstanding graduates, their college majors, and information about their present jobs.

Ask each pair to prepare a summary listing the job title, a brief description, and specific financial and business management skills needed for each. Suggest that students include a few careers in the field of con-

**NOTES**

sumer and resource management, several varied careers of interest to them, and one or two "unexpected" jobs in each summary (that is, jobs you might not expect to require financial and business management skills).

Post students' summaries around the room so students can see findings of all groups. Based on findings, lead a class discussion of transferable financial and business management skills.

***KEY QUESTIONS***
- What financial and business management skills were most commonly required?
- Why do you think these skills are so universally needed?
- What careers did you most expect to need financial and business management skills?
- What careers most surprised you by needing these skills?
- How will you benefit from possessing transferable financial and business management skills?
- What can you do to improve your skills in this area?

### FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Power of One: A Better You, Working on Working
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**WEB SITES**

JobWeb
    *www.jobweb.org*
Monster Board
    *www.monster.com*
*Occupational Outlook Handbook*
    *stats.bls.gov//ocohome.htm*

**PUBLICATION**

U.S. Department of Labor, 1998. *O*Net Dictionary of Occupational Titles.*

***9G - The student is expected to determine continuing education opportunities that enhance career options, career advancement, and lifelong learning.***

**NOTES**

## 1) GROUP ACTIVITY/CLASS DISCUSSION

Lead students to brainstorm sources of continuing education opportunities of which they are aware. Lead a discussion of the importance of continuing education, not only in preparation for a first career, but throughout the life span.

***KEY QUESTIONS***

- What continuing education options are available to you upon graduating from high school?
- Why is it important for you to identify these options?
- What continuing education options can lead to second careers? self-employment careers? retirement careers?
- Why is it important for you to continue your learning throughout your life span?
- Do you predict that lifelong learning will be more or less essential in the future than it has been in the past? Why?

Point out that continuing education is essential to enhance career options, to facilitate career advancements, and to promote lifelong learning in a society where so much information changes so rapidly.

## 2) GROUP ACTIVITY

Display Teaching Aid 103, ***Continuing Education Opportunities***, and ask students to share what they know about the various sources of continuing education listed.

***TA 103 Continuing Education Opportunities***

Divide the class into groups, and assign each group one or two continuing education sources to investigate. Instruct each group to describe the type of continuing education, cite examples of specific organizations or programs that offer the opportunities, and give examples of jobs that may be learned or other situations where individuals would benefit from each type.

## 3) GUEST SPEAKER

Invite a school guidance counselor to speak to the class about continuing education opportunities available to them upon graduation from high school. Ask the speaker to share with students any printed or promotional material available and appropriate for the presentation. Guide students to prepare questions in advance for the speaker.

**NOTES**

### 4) PROJECT/VISUAL DISPLAY

Assign students to determine community resources that are available for continuing education opportunities to enhance career options, career advancement, and lifelong learning. Have students collect samples of promotional materials and create a visual display centered on continuing education opportunities offered in the community.

## RESOURCES

*9H - The student is expected to demonstrate effective techniques to secure, maintain, and terminate employment.*

**NOTES**

## 1) GROUP ACTIVITY/CLASS DISCUSSION

Read the following scenario to the class:

> *Michael decided he wanted more spending money and, being sixteen, decided he would work after school. He immediately drove across town to his favorite Burger Spot and ordered a drink at the drive-through window and asked the person if Burger Spot "needed any help?" Since his trip across town took a great deal of his free time for the day, he had to rush back for basketball practice. Most of Michael's conversations about working center around the theme that "no business will hire inexperienced teens today."*

**TAAS WRITING**

Ask students to rewrite a plan so Michael can have a more positive experience in finding a job. Have students consult references and resources as needed to develop a plan that includes steps such as the following:

- locating job leads
- inquiring about a job (by letter or in person)
- securing and completing an application form
- providing a resumé
- interviewing for the position
- writing a follow-up letter

Have students share their plans to help Michael. Lead a class discussion on effective techniques to secure employment.

***KEY QUESTIONS***

- What are good sources of job leads?
- What should be in a letter of inquiry about a potential job?
- What are tips for completing an application form?
- What are tips for preparing a resumé?
- What are tips for job interviewing?
- Why is it a good idea to write a letter following up a job interview?

## 2) ROLE PLAY

**TAAS WRITING**

Divide the class into groups. Instruct each group to write three scenarios briefly describing situations where someone is (1) securing, (2) maintaining, and (3) terminating employment. Then have students research effective techniques related to their topic and role play specific effective techniques for each situation.

Place three blank poster boards or large sheets of paper on the walls, each titled with one of the three categories. As students present their role plays, have other class members cite effective techniques demonstrated and list them on the appropriate sheet.

NOTES

Following all role plays, use the sheets to record key points related to securing, maintaining, and terminating employment. Develop an "Effective Employment Techniques Tip Sheet" that summarizes the techniques demonstrated.

### 3) GUEST SPEAKER

Invite a person in a management position to speak to the class about effective techniques to secure, maintain, and terminate employment. Have students prepare questions in advance that relate to critical issues of interest to them.

### 4) WRITTEN EXERCISE/VISUAL DISPLAY

TAAS WRITING

Have students choose one of the following written assignments to complete:

- Write a sample letter of inquiry about a job.
- Prepare a personal resumé suitable for actual use.
- Write a sample follow-up letter to a job interview.
- Write a sample letter of employment termination.

Although the information can be real or fictional, ask students to prepare the assignments in proper form. Have them use computer applications to prepare and print the assignments.

Select examples of each type of product to use in a visual display about securing and terminating employment.

### FCCLA ACTIVITIES

- FCCLA Career Connection: LINK UP to Jobs
- Power of One: Working on Working
- STAR Event: Job Interview

## RESOURCES

**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 6C, "Employment Opportunities," and Module 6F, "Securing Employment."

# Consumer
# and
# Family Economics

Knowledge and Skills.

(10) Career preparation.

**The student analyzes career choices available in consumer and resource management.**

***The student is expected to:***

(A) determine employment and entrepreneurial opportunities and preparation requirements in the field of consumer and resource management;

(B) determine potential income, job availability, and geographical influences of career options;

(C) determine strategies for managing multiple family, community, and wage-earner roles; and

(D) utilize short-term and long-term career goals and career information to develop a personal career plan.

***10A- The student is expected to determine employment and entrepreneurial opportunities and preparation requirements in the field of consumer and resource management.***

**NOTES**

Teaching and learning for TEKS 10A is closely related to that for 10B. Activities such as that in Strategy 1 will address student expectations for both TEKS.

### 1) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students study recent periodicals, newspapers, the Internet, and government publications, such as the *Occupational Outlook Handbook* and the *O*Net Dictionary of Occupational Titles,* to identify positions in consumer and resource management. Use Teaching Aid 104, ***Consumer and Resource Management Career Examples***, to introduce students to the variety of career opportunities possible in the field.

*TA 104 Consumer and Resource Management Career Examples*

Ask each student to analyze a specific job or career of interest in the field of consumer and resource management. Have each student write a report summarizing the nature of the work, training, other qualifications, and advancement information for the selected position. Ask students also to determine potential income, job availability, and any geographical influences on their selected career (related to TEKS 10B). Lead students to share key points about their careers with the class. **Note**: Students could also determine classes they could take in high school to prepare for the identified career. The school counselor could be asked to provide assistance and furnish a course handbook.

TAAS WRITING

### 2) VIDEOTAPE

Have students view a videotape about employment opportunities and preparation requirements in the field of consumer and resource management, such as *Careers in Consumer Economics*, available from The Curriculum Center for Family and Consumer Sciences. Following the presentation, ask students to list two careers they found most interesting and explain reasons for their choices.

### 3) INDIVIDUAL ACTIVITY/PROJECT

Arrange for students to look through copies of catalogs from post-secondary institutions and four-year colleges and universities to locate degree programs offered in the field of consumer and resource management (i.e., Consumer Economics). Have students note the types of courses required for the degree and any information provided about career opportunities.

TAAS READING

Select several of the institutions, and divide them among students to contact for additional information about employment opportunities for

NOTES

TAAS WRITING

graduates. Work with students to write letters to appropriate contacts at each institution, asking for additional information about preparation requirements and the employment outlook for graduates of their degree programs (i.e., employment and entrepreneurial opportunities, projected job demand, and income opportunity). Have students request copies of any promotional literature or recruitment information available related to consumer and resource management careers.

Have students share results of their inquiries with classmates. Keep collected literature in an accessible file for future student and classroom use.

### 4) FCCLA

Invite a college or university recruiter, or team of recruiters, to present college or university offerings to FCCLA members as a chapter program. Ask the recruiters to emphasize offerings and opportunities related to Consumer and Family Economics.

### FCCLA ACTIVITIES

- FCCLA Career Connection: LINK UP to Jobs
- Power of One: Working on Working
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**PUBLICATION**

U.S. Department of Labor, 1998. *O*Net Dictionary of Occupational Titles. www.doleta.gov/programs/onet*

**VIDEOTAPE**

*Careers in Consumer Economics*, available from The Curriculum Center for Family and Consumer Sciences.

**WEB SITE**

*Occupational Outlook Handbook*
*stats.bls.gov//ocohome.htm*

***10B - The student is expected to determine potential income, job availability, and geographical influences of career options.***

**NOTES**

Teaching and learning for TEKS 10B is closely related to that for 10A. Activities such as that in Strategy 1, TEKS 10A address student expectations for both TEKS.

## 1) CLASS DISCUSSION

Ask students to think for a moment about where they would like to live and work as adults. Give them a few minutes to share thoughts about the following questions with a partner:

- Where would you ideally like to live and work as an adult? Why?
- How important a factor would this be in your choice of jobs? (In other words, would you be willing to live somewhere else if your job so required?)
- Does the career interest you previously researched fit your geographical preferences?

Have students refer to their career analyses from Strategy 1, TEKS 10A. Lead a class discussion focusing on potential income, job outlook, and geographical influences of career options.

***KEY QUESTIONS***

Potential Income

- What is the range of potential income for careers previously researched?
- What factors account for variances in income?
- Why is it important to consider potential income in selecting career options?
- How can you determine estimated income for a specific career?

Job Availability

- How can you determine current job availability for career options?
- How can you learn about projected long-term outlook for careers?
- What are examples of occupational outlook for various careers previously researched?

Geographical Influences

- What are examples of geographical influences on careers in consumer and resource management? (i.e., some jobs might require living in large, metropolitan cities or areas of the country known as financial centers; some might require frequent moves)
- Why is it important to consider geographical influences in selecting career options?
- How might electronic communications reduce geographical restraints of some careers?

NOTES

### 2) INTERNET SEARCH

Have students conduct an Internet search to locate sources of information for determining potential income, job availability, and geographical influences of career options. Instruct students to make note of helpful Web sites to be compiled into a listing for future use. Have students record examples of income, job availability, and geographical information found for some specific careers. Lead students to share and discuss their findings.

*TA 104 Consumer and Resource Management Career Examples*

### 3) INTERVIEW

Lead students to identify individuals in various consumer and resource management careers. Refer to Teaching Aid 104, ***Consumer and Resource Management Career Examples***, to remind students of career possibilities for which to look. Select individuals representing various careers for students to interview with questions such as the following:

- How would you briefly describe your career?
- What is the general income range for persons in your career field?
- What is the local availability of positions in your career field?
- What is the long-term outlook for your career field?
- What geographical factors influence career options in your field?

Guide students to finalize a set of interview questions and make their assigned contacts. Determine in advance how contacts will be made (i.e., mail, telephone, fax, E-mail, or personal contact). Lead students to share and develop a written class compilation of findings.

### FCCLA ACTIVITIES

- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**WEB SITES**

National Occupational Information Coordinating Committee (NOICC)
*www.noicc.gov*

*Occupational Outlook Handbook*
*stats.bls.gov//ocohome.htm*

Texas State Occupational Information Coordinating Committee (SOICC)
*www.soicc.state.tx.us*

*10C - The student is expected to determine strategies for managing multiple family, community, and wage-earner roles.*

**NOTES**

***TA 105 Managing Multiple Roles***

## 1) SURVEY/CLASS DISCUSSION

Have students use Teaching Aid 105, ***Managing Multiple Roles***, to survey individuals of various ages regarding multiple roles they play in their lives. Lead students to compile responses and draw inferences from the findings. Lead a class discussion on the management of multiple family, community, and wage-earner roles.

***KEY QUESTIONS***

- What is the average number of roles that most people manage?
- Which roles were considered most important?
- Which roles will probably be retained throughout life?
- What difficulties did respondents report in handling various roles at the same time?
- What strategies were suggested for managing many different roles?
- How do financial management skills and effective record keeping contribute to management of multiple roles?

## 2) INDIVIDUAL ACTIVITY/ORAL PRESENTATION

**TAAS READING**

**TAAS WRITING**

Assign students to read, prepare a written report, and give an oral presentation about one publication that offers information to help individuals reduce stress related to managing multiple roles. Have students visit the library, a bookstore, an Internet site such as *amazon.com*, or borrow recommended books from family or friends. Examples of popular book selections include *Chicken Soup for the Teenage Soul*, *She Calls Me Daddy*, and *Don't Sweat the Small Stuff*. Magazines like *Working Woman* also offer suggestions.

As students present their book reports, have classmates listen for and write down suggestions they can use to reduce stress and effectively manage the multiple roles they fulfill.

## 3) DISPLAY/ORAL PRESENTATION

Have students, working in groups, consult reference books, the Internet, and other resources to develop a list of strategies for managing multiple family, community, and wage-earner roles. Instruct each group to develop a visual display that presents their recommended strategies. One example might be a poster with magazine pictures depicting individuals assuming various roles, along with an attractive flyer that lists suggested strategies for managing multiple roles.

NOTES

### FCCLA ACTIVITIES

- Families First: Balancing Family and Career
- FCCLA Career Connection: INTEGRATE Work and Life
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

**PUBLICATIONS**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8A, "Managing Multiple Roles."

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles*.

Home Economics Curriculum Center, 1999. *The Cornerstone*, "Managing Multiple Roles."

**AGENCIES AND ORGANIZATIONS**

Texas Agricultural Extension Service
Contact your local County Extension Agent - Family and Consumer Sciences.

Texas Education Service Centers
Contact your region ESC for information on publications and tapes on stress reduction.

***10D -The student is expected to utilize short-term and long-term career goals and career information to develop a personal career plan.***

**NOTES**

## 1) INTERVIEW/CLASS DISCUSSION

Have students interview adults of various ages to inquire about career goals they have set through their life. (**Note**: Remind students that full-time homemaker is a career choice.) Lead students to develop interview questions such as the following:

- What were your career goals at age 16? age 20? age 30? each 10-year span thereafter?
- How did you set career goals? (Did you consciously set goals and write them down, or did you just have a general idea of what you wanted to achieve?)
- How did you go about trying to meet your goals? (Did you develop and follow a plan?)
- Which goals were met? Which were abandoned?
- What factors resulted in changes in your career goals along the way?

Use Teaching Aid 106, ***Goals***, to review concepts related to goals and goal setting. Then have students share and analyze responses to their interviews. Lead a class discussion on the relationship of goal setting to career decisions.

***TA 106 Goals***

***KEY QUESTIONS***

- What are examples of career goals cited by persons interviewed?
- Which of the goals would be classified as long-term?
- Which of the goals would be classified as short-term?
- How many respondents consciously set goals?
- How did respondents go about trying to meet goals?
- How did goal setting seem to impact attainment of career goals?
- How did career goals change over the life span?
- What are examples of career goals that were abandoned? For what reasons were the goals abandoned?
- What additional factors impacted changes in career goals?
- For goals to be effective, why is it important that they be both realistic and challenging?

## 2) WRITTEN EXERCISE/INDIVIDUAL ACTIVITY

**TAAS WRITING**

Ask each student to consider where he or she is in the process of determining personal career preferences. Have them consider career investigation activities completed in TEKS 9A, 10A, and 10B, as well as career investigation activities completed in other classes or outside school. Instruct students to write a one-page paper summarizing what they know at this point about their personal career preferences.

**NOTES**

***TA 107a-b***
***Kara and Rick***

Ask student volunteers to share where they are in the career exploration process, and explain that, at this point in their lives, it is likely that students are at very different stages. However, regardless of how specifically students have targeted career choices, it is still important that they begin to set career goals. As an example of students at differing points in the process of setting career goals, have students read and discuss Teaching Aid 107, ***Kara and Rick***.

**TAAS WRITING**

Have students take a sheet of paper and fold it lengthwise. At the top of the left side of the paper, have students write "Long-term Career Goals;" on the right side, "Short-term Career Goals." Instruct students to write in the left column three long-term career goals they have for themselves. Have them think of short-term goals they need to implement in order to reach the long-term goals; the short-term goals should be written in the right column. Have each student work with a partner to share goals that have been written, give each other feedback and suggestions, and revise if desired. Lead students to discuss the process and what they learned that can help them finalize and implement a personal career plan.

FCCLA

### FCCLA ACTIVITIES

- FCCLA Career Connection: SIGN ON to the Career Connection
- Power of One: Working on Working

## RESOURCES

**PUBLICATION**

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8B, "Goal Setting and Decision Making."

# Consumer and Family Economics

Knowledge and Skills.

(11) Career preparation.

**The student completes a supervised career-connections experience applying knowledge and skills developed in the study of consumer and family economics.**

***The student is expected to:***

(A) determine home and business applications of knowledge and skills developed in the study of consumer and family economics; and

(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of consumer and family economics.

*11A -The student is expected to determine home and business applications of knowledge and skills developed in the study of consumer and family economics.*

NOTES

## TO THE TEACHER

TEKS 11A and 11B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, **Supervised Career-connections Experiences**, in this instructional guide for examples of career-connections experiences for students enrolled in the Consumer and Family Economics course.

**NOTES**

## RESOURCES

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*11B -The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of consumer and family economics.*

NOTES

## TO THE TEACHER

TEKS 11A and 11B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, **Supervised Career-connections Experiences**, in this instructional guide for examples of career-connections experiences for students enrolled in the Consumer and Family Economics course.

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**NOTES**

**RESOURCES**

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# *Supervised Career-connections Experiences*

## NOTE TO THE TEACHER

Ideas in this section provide examples of career-connections experiences for students enrolled in the Consumer and Family Economics course. Career-connections experiences are designed to be extensions of school-based learning through entrepreneurial, research, or work-based applications (work-based applications include home, business, or community contexts). This is an extended learning arrangement, comparable to work-based instructional arrangements for occupationally-specific courses. Career-connections experiences may be designed as a singular substantial project to be carried out over the scope of the semester or a series of short term activities. Regular supervision and reporting will be necessary throughout the course for successful completion of the career-connections experience.

***Essential Knowledge and Skills:***

11A The student is expected to determine home and business applications of knowledge and skills developed in the study of consumer and family economics.

11B The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of consumer and family economics.

FCCLA projects and programs have been suggested throughout the course that, depending on depth and extent, could constitute a supervised career-connections experience.

# *Supervised Career-connections Experience*

***1A - The student is expected to utilize the decision-making process in financial planning and management.***

***3A - The student is expected to describe uses of technology for financial management processes.***

***7E - The student is expected to determine the components of effective consumer buying.***

***8H - The student is expected to develop an effective individual or family budget and record keeping system.***

***9F - The student is expected to analyze transferable financial and business management skills.***

***10C- The student is expected to determine strategies for managing multiple family, community, and wage-earner roles.***

**THE STUDENT WILL:**

1. Plan a central home business center for a family that includes a system for storing family records and managing family business.*
2. Gather information about effective record keeping and business management and write down ideas.
3. Develop a plan for a realistic home business center for a family. Teaching Aid 108, ***Home Business Center***, provides several suggestions and ideas.
4. Determine what items are needed in the home business center. Consider technology applications that might be incorporated to manage family records and business.
5. Make a list of things needed, check prices, and estimate the cost of setting up a central home business center.
6. Determine the affordability of items. Develop a "Phase 1" and "Phase 2" of the family business center plan. Phase 1 items are those needed immediately to implement an organized family business center and record storage system. Many do-it-yourself projects and materials may be substituted for more expensive office supplies. Phase 2 can include additional items to make the business center more orderly or attractive.
7. Summarize home and business applications of knowledge and skills learned through this experience. Explain how a family business center can contribute to family members more effectively managing multiple family, community, and career roles.

**THE STUDENT WILL SUBMIT FOR EVALUATION:**

- a summary of family needs and recommendations regarding a family business center, including note cards containing information gathered about effective record keeping and business management (and accompanying bibliographic information)
- a copy of a home business center plan (i.e., a sketch, description, list of components)
- a listing of items needed for Phases 1 and 2
- a summary of the project experience, including #6 and #7 above
- parent or guardian evaluation with signature

* **Note**: When planning the business center, students might be thinking in terms of a center that could be used by any family, or they might develop plans that would work for themselves when they begin to live as independent adults.

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# *Supervised Career-connections Experience*

***2C - The student is expected to explain the effect of local, national, and global economics on families throughout the family life cycle.***
***3C - The student is expected to summarize uses of technology in communication and information access.***
***5C - The student is expected to determine how technology used in the banking and financial industry impacts the individual and family.***
***7E - The student is expected to determine the components of effective consumer buying.***
***8C - The student is expected to identify savings and investment opportunities.***
***9B - The student is expected to demonstrate verbal, nonverbal, written, and electronic communication skills.***

**THE STUDENT WILL:**

1. Research and list guidelines for purchasing stocks. Include advantages and disadvantages of online trading. Explain how one's overall investment philosophy and risk tolerance impacts selection of stocks for purchase.
2. Select two Standard & Poor's stocks to track as a mock investment for the semester. Explain why the stock was selected.
3. Check the Internet or newspaper daily to record the value of each stock, and chart the market fluctuations.
4. Clip articles related to economics and the stock market from the daily newspapers, or print from the Internet; be sure to note dates on each article.
5. At the end of the time period, calculate the earning or loss that would have resulted in a $1000 or $5000 investment if each stock had been purchased on the beginning date and sold on the last day of the activity.
6. Prepare a visual display of the charted fluctuations in value, accompanied by articles describing factors impacting the stock market as a whole on specific dates.
7. Describe how various factors influenced stock value over the time period, and draw conclusions about the stocks as an investment. Summarize home and business applications of knowledge and skills learned through this experience.

**THE STUDENT WILL SUBMIT FOR EVALUATION:**

- a list of guidelines for purchasing stocks, including recommendations regarding online trading
- information on the S&P stocks selected for the mock investment and explanation as to why each stock was selected
- the visual display described in #6, to include a chart of fluctuating market value of the stocks over the period and articles describing general economic and stock-market activity for corresponding dates
- a summary of the project experience, including #7 above
- parent or guardian evaluation with signature

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# *Supervised Career-connections Experience*

*Knowledge and skills will vary depending on information categories assigned in the portfolio experience. Examples include those listed below.*

2C - ***The student is expected to explain the effect of local, national, and global economics on families throughout the life cycle.***

4B - ***The student is expected to assess current laws and the impact on rights and responsibilities of the consumer***

4D - ***The student is expected to describe how the consumer is affected by tax laws and the U.S. economy.***

6A - ***The student is expected to discuss the economic impact on consumers of legislation dealing with issues such as global markets, welfare, crime, and immigration.***

8C - ***The student is expected to identify savings and investment opportunities.***

8D - ***The student is expected to relate insurance types to individual and family needs.***

**THE STUDENT WILL:**

1. Compile a Consumer and Family Economics Semester Information Portfolio.
2. Collect from newspapers, magazines, Internet, personal use, word-of-mouth, television, radio, and other media sources information that will apply to specified categories such as the following: (Agree in advance on the categories for collecting information.)
    - new products
    - consumer laws
    - insurance
    - tax rules/changes
    - budget planning
    - economic trends
    - consumer warnings/concerns
    - deceptive or fraudulent practices
    - banking and investment information
    - insurance
    - financial planning
    - other miscellaneous
3. Organize information in folders, a notebook, or other system; develop a table of contents for the portfolio.
4. Summarize home and business applications of knowledge and skills learned through this experience.

**THE STUDENT WILL SUBMIT FOR EVALUATION:**

- the completed portfolio, adhering to the following criteria:
    - – neat, organized
    - – notation on each item of why it is applicable to the assignment
    - – documentation of the date and source of information
    - – representative of the semester (not all from one week)
    - – minimum goal: five items per category
- a summary of the project experience, including #4 above
- parent or guardian evaluation with signature

**Note**: A suggestion from a teacher who has implemented this experience is to provide students with class time periodically to work on the assignment. It was noted that the work was not done as well when done completely outside class.

# BLENDED ACTIVITY

*1C - The student is expected to describe effects of individual and family priorities on financial decisions across the life span.*

*2E - The student is expected to analyze living costs such as housing, food, and transportation throughout the life cycle.*

*8A - The student is expected to identify components of a budget.*

*8H - The student is expected to develop an effective individual or family budget and record keeping system.*

*9F - The student is expected to analyze transferable financial and business management skills.*

## PROJECT

Have students develop, implement, and evaluate a personal spending plan.

1. **Keep a record of personal spending**
   Have students keep a log of expenditures for a specified period of time, such as three weeks. Remind them to keep track of all expenditures, even small cash purchases (such as a soft drink).

2. **Categorize expenses**
   Have students separate expenses into categories such as those discussed in TEKS 8A, Strategy 1.

3. **Analyze spending habits**
   Ask students to prepare a chart or graph to depict amounts of money spent for various categories of expenses. Based on findings, have students write an analysis of their personal spending habits. In the analysis, ask students to answer questions such as the following:
   - Did you know prior to this exercise how much you were spending on various categories?
   - How closely does your spending reflect your individual priorities?
   - What changes would you like to make to your spending habits?

4. **Develop a personal budget plan**
   Have students develop a budget plan to help guide personal spending. They may choose from sample budget forms identified in strategies for TEKS 8A and 8H.

5. **Implement the budget plan**
   Have students implement their budget plan for a designated time period. Refer them to Teaching Aid 96, ***Methods of Organizing and Implementing a Budget***, for implementation ideas.

6. **Evaluation**
   Have students submit a written report documenting each step. Ask students to summarize what they learned from the project and to explain how budgeting skills can transfer to a variety of family, community, and career settings.

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# BLENDED ACTIVITY

*1A - The student is expected to utilize the decision-making process in financial planning and management.*

*1C - The student is expected to describe effects of individual and family priorities on financial decisions across the life span.*

*2B - The student is expected to identify financial obligations and opportunities throughout the family life cycle.*

*2E - The student is expected to analyze living costs such as housing, food, and transportation throughout the life cycle.*

*9B - The student is expected to demonstrate verbal, nonverbal, written, and electronic communication skills.*

*Additional knowledge and skills related to the topic selected by the student will also be reinforced.*

## RESEARCH/PROJECT

Ask students to identify a major financial decision they expect to make during late adolescence, early adulthood, middle adulthood, or late adulthood. Examples might include financing an education, buying a car, purchasing housing, starting a business, or planning for retirement. Have students "fast forward" to practice using the steps in the decision-making process to determine how they might go about making the identified decision.

1. **Identify the decision**
   Have students describe in detail the selected decision and predict the stage of life when they will be making the decision.

2. **List alternatives**
   Have students use reference books, the Internet, or other resources to research information and alternatives related to their decision. Instruct students to record bibliographic information and notes from resources on 5x8 index cards.

3. **Choose the best alternative**
   Ask students to choose an alternative and provide written justification of the choice.

4. **Describe action and evaluation steps**
   Have students describe in writing how they would act on and evaluate the decision.

5. **Present a summary of the activity (Evaluation)**
   Have students submit a summary of the decision-making activity (including information gleaned that could help others in making a similar decision) through a product such as the following:
   - Visual display (i.e., poster presentation of steps)
   - Written report
   - Videotape depicting steps in the activity

# BLENDED ACTIVITY

*1B- The student is expected to determine the use of human and nonhuman resources in financial management.*
*2E - The student is expected to analyze living costs such as housing, food, and transportation throughout the life cycle.*
*7D - The student is expected to summarize the effects of external economic influences on spending decisions.*
*7E - The student is expected to determine the components of effective consumer buying.*

*Additional knowledge and skills related to topics selected by the student for the showcase project will also be reinforced.*

## CONSUMER AND FAMILY ECONOMICS SHOWCASE

Guide students in planning and implementing a Consumer and Family Economics Showcase event during an open house or FCCLA community project. Have students select a course-related topic to research in depth; work with students to ensure that a variety of topics are covered.

Examples of topics include the following:
Transportation: public vs. private transportation, checklist for purchasing a used car, factors to consider when buying a car on credit, costs of maintaining a vehicle
Family Apparel Choices: factors to consider when shopping for clothing, sources for clothing purchases (including catalogs and Internet shopping), clothing label information
Family Food Choices: factors that influence the food budget, nutritious and economical food habits, food fads and fallacies, food label information, suggestions for effective food purchasing
Selection of Services: various types of services used by consumers (i.e., personal, institutional, professional, household assistance, repair services, financial services, utility services), comparison shopping for services

1. **Research**
   Use reference books, the Internet, or other resources to gather information on the assigned topic.
2. **Written report**
   Compose a written report on the assigned topic, including a bibliography of references.
3. **Visual display**
   Prepare a display summarizing information for the Consumer and Family Economics Showcase.

# BLENDED ACTIVITIES

## *Integration of FCCLA*

### CHAPTER ACTIVITIES

Have class members assist FCCLA chapter officers in developing a chapter budget for the year. Have FCCLA chapter officers investigate using a computer program (such as those researched in TEKS 3A) for management of chapter business and financial reports.

**TEKS 1A, 3A, 8A, 8H**

Have students plan and implement a project to help children better understand the importance of saving money. One possibility is to work with a local bank to plan and implement a program to educate children about savings accounts. Teaching Aid 109, ***Money Doesn't Grow on Trees***, provides an example of a project conducted by one FCCLA chapter in conjunction with a local bank.

**TEKS 1A, 8B, 8C, 9E, 9F**

### COMMUNITY SERVICE PROJECT

Have students conduct research on deceptive and fraudulent practices that especially target older adults. Lead students to prepare and present a program for older adults to provide information to protect them against such practices. Examples of program topics include examples of deceptive and fraudulent practices (including recent newspaper articles on specific practices), special precautions related to the impact of technology on marketing strategies and consumer fraud, and sources of protection and services to which individuals can turn with questions or complaints.

**TEKS 3B, 4A, 4C, 9B, 9E**

Have students develop and disseminate a brochure summarizing community resources available to help families learn financial management skills, deal with financial crises, or seek professional resources at appropriate times.

**TEKS 2F, 4A, 8J, 9B**

Have students "adopt" an older, retired person and help that individual learn communication skills on the Internet. Tell students to include information and precautions regarding safety and security related to use of the Internet, including the potential for fraud and deception.

**TEKS 3B, 3C, 9B, 9F**

Have students lead the community to participate in National Consumer Protection Week. Contact the Federal Trade Commission (see the **Resources** section) for a packet containing information and ideas for community involvement in this annual program.

**TEKS 4A-C, 7E, 9B**

### POWER OF ONE

*A Better You*: Have students develop and implement a plan for better organizing school papers and records. This could involve creating a personal study center, where all items needed to study and complete assignments are readily accessible.

**TEKS 8H, 9F, 10C**

# BLENDED ACTIVITIES

## *Integration of FCCLA*

*Family Ties*: Have students use a VCR or digital camera to do a household inventory of items over $300 and compile a pictorial portfolio for the family's financial records and insurance protection.

**TEKS 3A, 8D, 8H, 9B**

### FCCLA CAREER CONNECTION

Based upon personal interests and characteristics, have students research a career in the field of consumer and resource management. Encourage use of available technology, such as satellite feed (learning channel), CD-ROM Encyclopedia, and Internet. Have students compile information into a pamphlet, illustrated talk, or video. The final presentation should include job title and description, preparation requirements, entry-level salaries, job demand (present and projected), and examples of companies that hire potential employers in that field. This strategy could be used in conjunction with a career fair or display.

**TEKS 3C, 9A, 9B, 10A, 10B**

### FAMILIES FIRST

*Balancing Family and Career*: Have students, in collaboration with family members, develop a filing system to organize and keep up with vital family documents such as those listed on Teaching Aid 95, ***Important Family Records***.

**TEKS 8H, 9F, 10C**

### STAR EVENTS

*Entrepreneurship*: Have students develop a business plan to create and market a product or service that families could do in a community that would be in demand, could be supplied, and would yield a profit and challenge or encourage competition.

**TEKS 1A, 5A, 9B, 9F, 10A**

*Illustrated Talk*: Have students develop an Illustrated Talk on the topic of consumer protection against common deceptive and fraudulent practices.

**TEKS 3B, 3C, 4C, 7E, 9B**

*Applied Technology*: Have students develop a portfolio and presentation on expanded uses of technology in marketing and financial management, and potential impacts (for better and worse) on the consumer.

**TEKS 3A-C, 5C, 9B**

### STUDENT BODY

Have students teach their peers to utilize information on food labels to facilitate effective consumer purchasing and promote good nutrition.

**TEKS 4B, 4C, 7E, 9B, 9E**

# BLENDED ACTIVITIES

## *Integration of FCCLA*

Have students investigate various kinds of nutrition information available via the Internet and present a program that targets consumer skills for critically evaluating nutrition information and information about consumer protection related to food and diet products/claims.

**TEKS 3B, 3C, 4B. 4C. 7E, 9B, 9E**

### FINANCIAL FITNESS

*Banking Basics*: Have students present a seminar to help their peers better manage their checking accounts. Include information related to writing checks, recording checks in the check register, and reconciling bank statements. Also, cover steps to take in the event of an overdraft.

**TEKS 8B, 8H, 9B, 9F**

*Making Money:* Guide students to conduct a survey of their peers to determine sources of income for teenagers (i.e., caring for children, doing yard work, caring for pets, washing cars, washing windows). Have students prepare a display or presentation of results to give students ideas for making money.

**TEKS 5A, 7A, 9B, 9F**

*Consumer Clout*: Have students plan and conduct a series of workshops for developing consumer skills. Topics could include credit management, debt management, savings and investments, insurance, new technology related to financial management, and the importance of financial planning at various stages of the life cycle. Invite guest speakers, such as a consumer specialist, cooperative extension service representative (family and consumer sciences), representative of a financial institution, insurance agent, and financial planner. The audience could include a variety of age groups. Students could develop flyers, posters, and newspaper articles to publicize the event. Have students follow-up with letters of appreciation to the guest speakers participating in the workshops.

**TEKS 2B, 3A, 7C, 8B-G, 9B, 9F, others depending on topics selected**

*Consumer Clout*: Have students publish "Consumer Tips" in the school newsletter or local newspaper. Topics for the consumer tips could coincide with current content in the Consumer and Family Economics course.

**Various TEKS depending on topics selected**

# Creative Ideas

## NOTE TO THE TEACHER

Developers of the series of instructional guides for implementing Texas Essential Knowledge and Skills for Family and Consumer Sciences Education faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of family and consumer sciences provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple TEKS through hands-on, project-based, and/or problem-solving activities.
- Integration of FCCLA activities as appropriate throughout the instructional strategies and blended TEKS activities promotes student learning through relevance and application.

We strongly encourage you to:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Teacher's Instructional Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

*This section provides only a small sampling of creative ideas for teaching techniques!*

# *Creative Ideas*

## GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing students into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation – write the numbers on cards and have students draw.
- Geography.
  – For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  – Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  – For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  – Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint – if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby or find students with whom they have not recently worked.

## GROUP ACTIVITY/TEAMWORK (Continued)

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability!
When participating in engaging, active learning experiences, it is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them up front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

# *Creative Ideas*

## RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  Alternative: Have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

# *Creative Ideas*

## ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured – communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aid 110, ***Brochure Assessment***, provides a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of *Independent Study in Home Economics Education*, available from The Curriculum Center for Family and Consumer Sciences. An example of a web diagram is shown in Teaching Aid 111, ***Web Diagram***.

# *Creative Ideas*

## CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem-solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topic that are most relevant to them. The writing experience also develops communication skills and provides TAAS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

# *Creative Ideas*

## LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide students into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s) for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

## DEBATE

When to use: When there are two sides to an issue – pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills

Clarification and suggestions related to classroom debates are provided in Teaching Aid 42, ***Guidelines for a Classroom Debate***.

# *Creative Ideas*

## BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communication skills

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead groups to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

## GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 79, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

# *Creative Ideas*

## INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 112, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 113, ***Netiquette***.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. When students conduct Web searches, remind them to:
  – note what key words were used, most especially those that worked to locate information
  – take notes about the topic they are researching, and print out information as appropriate. (Have students be sure to note on any printouts the Web address of the source. This is important for bibliographic reference and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!

# Creative Ideas

## LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem-solving; organizational

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point – good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

# Resources

Alliance for Investor Education: "The Investor's Clearinghouse"
*www.investoreducation.org*

Allstate Insurance Company
*www.allstate.com*

American Association of Retired Persons
*www.aarp.org*

American Bankers Association
*www.aba.com*

American Express
*www.americanexpress.com* (See Site Directory – Information for Consumers)

Better Business Bureau
*www.bbb.org*

Bureau of Labor Statistics
*www.bls.gov*

Center for Economic Education, University of Nebraska at Omaha
*ecedweb.unomaha.edu*

Certified Financial Planner Board of Standards
*www.cfp-board.org*

Coalition for Consumer Health and Safety
*www.healthandsafety.org*

Consumer Credit Counseling Service
*www.cccsintl.org*

Consumer Federation of America
*www.consumerfed.org*

Consumer Information Center
Dept. WWW
Pueblo, CO 81009
1-888-8 PUEBLO (1-888-878-3256)
*www.pueblo.gsa.gov*

Consumer Information Center, 1999. *Consumer's Resource Handbook.*
Single copies of the *Consumer's Resource Handbook* are available free by writing to CRH, Consumer Information Center, Pueblo, CO 81009, or by accessing the CIC web site: *www.pueblo.gsa.gov*.

The Consumer Law Page
*www.consumerlawpage.com*

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Consumer Product Safety Commission
*www.cpsc.gov/federal.html*

Consumers Union
*www.consumersunion.org*

Consumer World
*www.consumerworld.org*

CreditComm
*www.creditcomm.com*

CultureGrams
1305 N. Research Way
Orem, UT 84097-6200
*www.culturegrams.com*

The Curriculum Center for Family and Consumer Sciences (formerly Home Economics Curriculum Center)
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
*www.hs.ttu.edu/ccfcs*

Economics America (a nationwide network of state councils and over 260 university-based centers; see also National Council on Economic Education)
*www.economicsamerica.org*

Education Service Centers (Contact local school district office for phone numbers)

Family, Career and Community Leaders of America, Inc. (FCCLA) (formerly Future Homemakers of America, Inc.)
1910 Association Drive
Reston, VA 20191
(703) 476-4900
*www.fcclainc.org*

Federal Reserve Bank of Chicago
*www.frbchi.org*

Federal Reserve Bank of Dallas
*www.dallasfed.org* (See Economic Education)

Federal Reserve Bank of New York. *Catalog of Public Information Materials* (a comprehensive guide and online ordering facility for all publications and materials available from the Federal Reserve System)
*www.ny.frb.org*

Federal Reserve System
*www.bog.frb.fed.us*

## Resources - Continued

Federal Trade Commission

Offers free booklets on credit and other topics of consumer interest. *Best Sellers*, a complete list of publications, is available from Public Reference, FTC, Washington, DC 20580, or download copies from the FTC Web site.
*www.ftc.gov*

Financial Planning Association (Organization formed 1/1/00 through the merger of the International Association for Financial Planning and the Institute of Certified Financial Planners)
*www.fpanet.org*

Future Homemakers of America, Inc.* 1998. *FHA/HERO Career Connection.*
*Organization name has been changed to Family, Career and Community Leaders of America.

Future Homemakers of America, Inc. 1993. *Financial Fitness.*

Future Homemakers of America, Inc. 1999. *Leaders at Work.*

Future Homemakers of America, Inc. 1997. *Power of One.*

Home Economics Curriculum Center**, 1992. *Effective Management of Multiple Roles: Family and Work.*
**Center name has been changed to The Curriculum Center for Family and Consumer Sciences.

Home Economics Curriculum Center, 1997. *Skills for Life.*

Home Economics Curriculum Center, 1999. *Essentials for Home Economics Education: The Cornerstone.*

Housing and Urban Development
*www.hud.gov*

Independent Insurance Agents of America, Inc.
*www.independentagent.com* (See Consumer Information)

Insurance Education Foundation (Offers free teaching packets)
P.O. Box 68700
Indianapolis, IN 46268
*www.ins-ed-fdn.org*

Insurance Information Institute
*www.iii.org*

InsWeb Corporation
*www.insweb.com*

Internal Revenue Service
Look in the local telephone directory under U.S. Government or visit the Web site.
*www.irs.gov*

International Association for Financial Planning
(See Financial Planning Association)

## Resources - Continued

JobWeb
*www.jobweb.org*

The Jump$tart Coalition for Personal Financial Literacy
919 18th Street, N.W., Suite 300
Washington, DC 20006
(888) 45-EDUCATE
*www.jumpstart.org*

The Mint: a collaborative effort between the Northwestern Mutual Life Foundation and the National Council on Economics Education. Includes information on savings and investments, government spending, and the consumer's role in the economy.
*www.themint.org*

Monster Board
*www.monster.com*

National Center for Health Statistics
*www.cdc.gov/nchs*

National Consumers League
*www.natlconsumersleague.org*

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036
(212) 730 7007 Extn763
*www.nationalcouncil.org*

The National Council on Economic Education, 1995. *Virtual Economics: An Interactive Center for Economic Education*. Jointly published by Economics America and the National Council on Economic Education. **NOTE**: A companion Web site to Virtual Economics can be found at *ecedweb.unomaha.edu/ve.htm*

The National Endowment for Financial Education
*www.nefe.org*

National Foundation for Consumer Credit
*www.nfcc.org*

National Fraud Information Center
*www.fraud.org*

National Institute for Consumer Education
*www.nice.emich.edu*

National Occupational Information Coordinating Committee (NOICC)
*www.noicc.gov*

North American Securities Administrators Association, Inc.
*www.nasaa.org* (See Investor Education)

## Resources - Continued

*Occupational Outlook Handbook*
*www.bls.gov/ocohome.htm*

Securities and Exchange Commission
*www.sec.gov*

Social Security Administration
*www.ssa.gov*

The Stock Market Game
*www.smgww.org*

Texas Agricultural Extension Service
(Contact your local County Extension Agent – Family and Consumer Sciences)
*fcs.tamu.edu*

Texas Council on Economic Education (state affiliate of Economics America; national network includes several university Centers for Economics Education, who provide an assortment of financial management resources)

1200 Jefferson
Houston, TX 7002
*www.economicsamerica.org* (See State Councils and University-college based Centers)

Texas Department of Economic Development
*www.tded.state.tx.us*

Texas – Office of the Attorney General
*www.oag.state.tx.us*

Texas State Occupational Coordinating Committee (SOICC)
*www.soicc.state.tx.us*

Texas – State of
*www.state.tx.us/agency*

Texas State Securities Board
*www.ssb.state.tx.us*

Texas State Securities Board, 1997. *Consumer Approach to Investing.*

Texas State Securities Board, 1997. *The Texas Family Guide to Personal Money Management.*

The USAA Educational Foundation
*www.usaaedfoundation.org*

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U.S.A. Today
*www.usatoday.com/money/economy*

U.S. Bureau of Labor Statistics
*www.bls.gov*

## Resources - Continued

U. S. Congress
*www.access.gpo.gov/Congress*

U.S. Consumer Gateway
*www.consumer.gov*

U.S. Consumer Products Safety Commission
*www.cpsc.gov*

U.S. Department of Agriculture
*www.usda.gov*

U.S. Department of Labor, 1998. O*Net Dictionary of Occupational Titles.
*www.dol.gov*

U.S. Food and Drug Administration
*www.fda.gov*

University of California Government Printing Office Gate
*www.gpo.ucop.edu/catalog/econind.html*

Wall Street Journal Classroom Edition
*webserve.dowjones.com/classroom*

Whitehouse Economic Statistics Briefing Room
*www.whitehouse.gov/fsbr/esbr.html*

Periodicals:

| | |
|---|---|
| Barron's | *www.barrons.com* |
| Business Week | *www.businessweek.com* |
| Entrepreneur Magazine | *www.entrepreneurmag.com* |
| Forbes | *www.forbes.com* |
| Fortune | *www.fortune.com* |
| Kiplinger's Personal Financial Magazine | *www.kiplinger.com* |
| Money | *www.money.com* |
| SmartMoney Magazine | *www.smartmoney.com* |
| USA Today | *www.usatoday.com* |
| Wall Street Journal | *www.wsj.com* |

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# Introduction to Consumer and Family Economics

▲ Ask students to write on large sticky notes their understanding of the phrase "consumer and family economics." Post the notes on the wall or board at the front of the room, and use students' explanations as a springboard for introducing the Consumer and Family Economics course. Students may have offered such explanations as "the production, distribution, and consumption of goods and services" or "the process by which families and individuals make and spend their incomes."

▲ Explain that the Consumer and Family Economics course focuses on management of financial resources in order to meet personal and family needs across the life span. Students will be learning about consumer rights and responsibilities, family spending decisions, issues affecting consumers and the U.S. economy, effective consumer buying and consumer protection, credit management, technology applications, retirement planning, and family financial security. They will explore career options available in consumer and resource management. The knowledge and skills they can acquire through this course will benefit students whether pursuing a career option in consumer and resource management, or applying the transferable skills to family, community, or wage-earner roles.

▲ Lead a class discussion on how Consumer and Family Economics can give individuals a better understanding of the world in which they live, as well as contribute to family stability and happiness as students establish their own homes and begin the family life cycle.

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**KEY QUESTIONS**

- What is Consumer and Family Economics?
- How do students see Consumer and Family Economics influencing their life at the present time? in the future?

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▲ Point out that things they learn in Consumer and Family Economics will help students . . .

- Beginning right now as they — manage income from allowances or part-time jobs, make decisions about how to spend and save money, plan for large purchases (e.g., a car), plan and save for education or training beyond high school.
- In the immediate future as they — make the transition to independent adulthood, have greater access to credit, maintain their own budgets and financial records, make larger purchases, and function as effective consumers and citizens in the U.S. economy.
- Throughout the life span — as individual, family, and economic circumstances change.

# Financial Planning

Financial planning is not something people do only when they begin to accumulate money. Nor is it something that only wealthy people practice. In truth, a financial plan is for anyone who manages any amount of money — whether a small allowance, earnings from a part-time job, or a full-time income. It is simply thinking through what you have, what you need and want, and how you can best use your financial resources to achieve those needs and wants. If you have ever asked the question, "Where did my money go?" you have experienced the results of not having a financial plan.

Most people get by from month to month without a financial plan, but when a financial crisis occurs, they often have no way to deal with it. Nor do they have a way to obtain special purchases or desired extras, such as a special vacation, new stereo system, new car tires, or even a new car. Without a financial plan, many long-term goals may never be affordable, such as college or the purchase of a home.

Financial planning offers a means of managing spending, saving, borrowing, and investing. It involves setting goals and developing strategies to obtain needs and wants. And it helps insure protection against financial emergencies.

Money can be a source of stress and frustration, or it can be a tool that contributes to the quality of life for you and your family. Financial planning benefits everyone. Regardless of your age or income level, financial planning can enable you to take charge of your financial resources, rather than letting your finances control you!

# STEPS IN DECISION MAKING

5. *Evaluate* the decision.

4. *Act* on the decision.

3. *Choose* the best alternative.

2. *List* all possible alternatives.

1. *Identify* the decision to be made or the problem to be solved.

# Decision-making Grid

Item to be analyzed for purchase: ________________________________

Sources/Alternatives

Features

| | | | | | | | |
|---|---|---|---|---|---|---|---|
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# Decision-making Grid Example

Item to be analyzed for purchase: Cell phone

Companies

Features

| | Cellular One | ATT | South Western Bell | Sprint PCS | X | Y | Z |
|---|---|---|---|---|---|---|---|
| **Amount of free air time** | | | | | | | |
| **Cost of unit** | | | | | | | |
| **Monthly charge** | | | | | | | |
| **Guarantee offered** | | | | | | | |
| **Contract time** | | | | | | | |
| **Update changes** | | | | | | | |
| **Multi-unit discount** | | | | | | | |
| **Alternative power source** | | | | | | | |
| **Range of power** | | | | | | | |
| **Safety** | | | | | | | |

TA 5
TEKS 1B

*Consumer and Family Economics*

# Resources

## HUMAN

- Skills
- Talents
- Energy
- Knowledge
- Experience
- Personal Qualities (i.e., cooperative, honest, hardworking)
- Attitude
- Thinking Skills (i.e., decision making)

## NONHUMAN

- Financial (i.e., money)
- Manufactured Goods and Materials
- Time
- Natural Resources
- Community Facilities and Services
- Social Organizations
- Economic Institutions
- Political Institutions

# Why Determine Priorities?

defines what is important

determines difference between what is urgent and what is important

influences decisions

achieves balance between daily activities and long-term goals

enables organization

# Family Priorities Case Studies

◆ Read the following case study about a fictional family. Note that travel is not the family's only priority. What other priorities does the family hold?

The Limon family likes to travel. Will and Gena, the parents, began taking Becky and John on trips when they were infants. They have visited many parts of the United States and several foreign countries. Will and Gena are both high school teachers. One reason they entered the teaching profession was so they could have time in the summer to travel. They put $300 each month into a savings account for future travel, and they add extra to the account whenever possible. Now that Becky and John are teenagers with part-time jobs, they both contribute to the savings account each month. The Limons are currently planning a three-week family tour of Europe next summer. The family seldom eats out, and they entertain at home rather than spending money going to movies or other events. Will and Gena believe that travel expands the education and experiences of each family member, and they want their children to know as much as possible about the world and other cultures and ways of life. They also think that traveling together has enriched their family relationships and "kept the kids out of trouble."

◆ Now write a case study about a fictional family with a differing set of priorities. Begin by describing the fictional family, and then explain in narrative form how their priorities influence their overall lifestyle and daily decisions.

# *Financial Decisions and Priorities Across the Life Span*

| | Financial Decisions | Priorities |
|---|---|---|
| **Early Adolescence (12-14 years)** | | |
| **Middle/Late Adolescence (15-19 years)** | | |
| **Early Adulthood (20-39 years)** | | |
| **Middle Adulthood (40-65 years)** | | |
| **Late Adulthood (over 65)** | | |

# Cultural, Demographic, and Societal Factors

**Cultural**
- Traditions
- Religion/beliefs
- Language
- Communication patterns
- Family roles
- Increasing racial and ethnic diversity
- 
-

**Demographic**
- Growth of aging population
- Shifts in family composition (e.g., increase in single-person households, increase in numbers of dual-career families)
- Widening gap in income distribution between well-educated, high-skilled workers with increased earning capacity and less-educated, low-skilled workers
- 
-

**Societal**
- Population shift to the Sunbelt (people moving to the South and Southwest United States)
- Decentralization of people and jobs from densely populated areas to outlying areas
- Increased mobility of individuals and families
- Changes in the work place
  - Workers changing jobs more frequently
  - Downsizing within companies
  - Rapid technological changes
  - Family-friendly policies (i.e., flexible work hours, job sharing, benefit options)
  - Telecommuting
- Technological changes
  - Communications technology related to finance (i.e., on-line purchases, on-line banking, on-line trading)
  - Financial management software
- Impact of media (i.e., advertising, global broadcast of information)
- 
-

# Influences on Family Financial Decisions

| **FACTORS/TRENDS** | **POTENTIAL IMPACT ON FAMILY FINANCIAL DECISIONS** |
|---|---|
| Cultural | |
| Demographic | |
| Societal | |

*Consumer and Family Economics*

TA 10
TEKS 1D

# Financial Decisions

## Case Studies

**A.**

Alice is a single mother of three children: twin boys ages fourteen and a girl age eleven. She is the marketing manager of a large department store in an urban area. Alice's nearest relative is five hundred miles away, and her ex-husband is six months behind in support payments of six hundred dollars monthly. The boys want to attend a summer basketball camp which costs three hundred dollars each. Her widowed mother is coming to live with her, but at the present time, she has a two bedroom apartment to be near her job. Alice's daughter just had a skateboard accident and needs to have knee surgery.

**B.**

Joe and Delores are both college graduates. He works for a chemical company as a route salesman for medical supply companies, and she is a part-time teacher in the church's preschool day care center. They are parents of two preschoolers, ages one and four. They have been married six years and have saved fifteen thousand dollars for a down payment on their first home. However, Joe's company just informed him that they may close the local division, which would require his moving to another region if he wants to remain with the company. Delores really does not want to move because her parents and extended family all live nearby.

**C.**

Carlos, single and thirty-one years of age, travels extensively throughout the world as the leading photographer for "Sports News." He wants to use the purchase of a home as an investment. He can base his home virtually anywhere, but he would like to locate in the Southwest because he likes the climate. Also, most of his relatives live in west Texas and New Mexico.

**D.**

Ricky and Kim Shen married directly after high school. Ricky has worked since the ninth grade for his uncle in an optical laboratory; he attends classes at night and will soon have his Associate Degree. Kim is a Sales Associate with the home furnishings department of a large department store. She has been offered a promotion, which would increase her salary but also require some weekend work. Ricky and Kim love children and would like to start their own family soon. Ricky really does not want Kim to work after she has children — none of the women in his family were working moms. That poses a dilemma, however, because Ricky had hoped to continue his college education after receiving his Associate Degree. He would like to take more class hours because his ultimate goal is to become an optometrist. He admires his uncle, enjoys the profession, and believes he can offer his family a better life if he has more education.

# Family Life-cycle Stages

- Beginning
- Childbearing
- Parenting
  - Toddler
  - Preschooler
  - School age
  - Adolescent
- Launching
- Mid-years
- Aging

# Financial Obligations and Opportunities Throughout the Family Life Cycle

| **Family Life-cycle Stage/Tasks** | **Financial Obligations and Opportunities** |
|---|---|
| Beginning | |
| Childbearing | |
| Parenting: Toddler, Preschooler, School Age | |
| Parenting: Adolescent | |

Financial Obligations and Opportunities Throughout the Family Life Cycle, Cont'd.

| **Family Life-cycle Stage/Tasks** | **Financial Obligations and Opportunities** |
|---|---|
| Launching | |
| Mid-years | |
| Aging | |

**TA 13c**
**TEKS 2B**

*Consumer and Family Economics*

# *Completed Sample* Financial Obligations and Opportunities Throughout the Family Life Cycle

| Family Life-cycle Stage/Tasks | Financial Obligations and Opportunities |
|---|---|
| Beginning<br>• adjusting to married life<br>• starting a home<br>• making career decisions; possibly completing education | • living expenses<br>• home furnishings<br>• education expenses or loan repayments<br>• transportation (vehicle, insurance)<br>• savings, IRAs |
| Childbearing<br>• birth of children | • prenatal/birth/postnatal health care<br>• infant clothing and furnishings<br>• child care<br>• savings, IRAs |
| Parenting: Toddler, Preschooler, School Age<br>• family life revolves around children | • child care and equipment<br>• health care<br>• additional insurance<br>• more housing space and furnishings<br>• monthly expenses increase (e.g., food, clothing, utilities)<br>• savings, IRAs<br>• fund for children's education |
| Parenting: Adolescent<br>• family life revolves around children, but preparations begin for Launching Stage as children gain independence | • transportation expenses for adolescents<br>• increased monthly expenses (e.g., food, clothing, utilities)<br>• expenses for children's extra-curricular activities<br>• savings, IRAs<br>• fund for children's education |

*Completed Sample* Financial Obligations and Opportunities Throughout the Family Life Cycle, Cont'd.

| **Family Life-cycle Stage/Tasks** | **Financial Obligations and Opportunities** |
|---|---|
| Launching<br>• children leave home | • college expenses<br>• assistance to children in establishing independent living<br>• reevaluation of housing needs (possible home improvements, new home, new furnishings)<br>• savings, IRAs |
| Mid-years<br>• parents refocus on their relationship; height of careers and earnings; may become grandparents | • travel and recreational opportunities<br>• care for aging parents<br>• gifts to children and grandchildren<br>• increased savings/investments for retirement |
| Aging<br>• retirement, grandparenting, travel, hobbies | • travel and recreational opportunities<br>• retirement costs<br>• health insurance<br>• health care |

TA 14
TEKS 2C

*Consumer and Family Economics*

# Teacher's Vocabulary Master

| TEKS | Term – definition |
|---|---|
| 1B | *human resources* – personal qualities and abilities; resources that exist within individuals |
| | *nonhuman resources* – resources found outside individuals |
| 1C | *priority* – something that takes precedence over other things; an activity or action that demands attention over other activities or actions |
| 2C | *economics* – the study of the production, distribution, and consumption of goods and services |
| | *goods* – physical items that are produced |
| | *services* – actions performed for you |
| | *consumer* – someone who uses goods and services to satisfy wants and needs |
| 2D | *demography* – the science of vital and social statistics, such as births, deaths, marriages, etc. of a population |
| | *demographics* – the statistical data of a population, such as average age, income, ethnicity, and education |
| 3B | *marketing* – promotion, selling, and distribution of products or services |
| | *fraud* – the deliberate deception of another that intentionally misleads or gains an unfair advantage and results in loss to the consumer |
| | *deception* – misleading or giving a false impression, with detrimental results to the consumer |
| | *quackery* – pretending to possess medical skill or cure diseases |
| 4D | *taxes* – mandatory payments collected by governments to pay the cost of public services |
| 4E | *opportunity costs* – alternatives you give up in order to do something you choose |
| | *scarcity* – a condition that results from unlimited human desires for limited economic resources; not being able to have all the goods and services one wants |
| 5B | *profit* – the total amount of rewards or benefits an individual receives minus the costs of obtaining it |
| 6A | *law* – a rule of conduct or action formally recognized as binding by a controlling authority |
| 8A | *budget* – a money management plan based on income and expenses |
| 8F | *credit* – the supplying of goods, services, or money in exchange for the promise of future payment |
| | *consumer credit* – credit extended to consumers for personal needs (not business debt) |

# Defining Economics

- Economics – study of the production, distribution, and consumption of goods and services

- Goods – physical items that are produced

- Services – actions performed for you

- Consumer – someone who uses goods and services to satisfy wants and needs

# Case Studies: Economic Effects

◆ The nation of Bosnia in the late 1990s was in a state of political and economic turmoil. A family of eight lived in a high-rise apartment in Sarajevo. The father worked as a lab technician in a local medical research center, and the mother worked in the community library. All the children were in school. Then the internal conflict began. Compare and contrast how family life would have changed if the family were in the political party in power or the ethnic group that was evicted from the country and later resettled.

---

◆ A family of four lived in mid-America. During the previous year, the family had to adjust to the changes listed below. Discuss the impact of various changes on the family, and suggest ways the family could make the adjustments while preserving family stability.

- Water rates increased 15 percent because their home was located at a new development site.
- In May, a hailstorm wiped out their roof and repair was $12,000. They did have insurance, but they had to pay a $1000.00 deductible and their rates were increased.
- The grandfather moved into the house to have assistance and refused to move to a retirement village. He needs physical therapy twice a week; the physical therapy facility is fifty miles away.
- Sales tax in the community was increased .75 percent.
- Both spouses received substantial raises in their jobs, and their income tax bracket changed from 14 percent to 28 percent.
- Gasoline prices increased .08 cents per gallon due to a global shortage.
- Coffee and sugar plantations in Brazil suffered major weather disasters and few products were exported.
- The parents became concerned about school violence and placed both children in private schools costing $300 per month.
- The Dow Jones Industrial Average dropped 16 percent over the year.

# *Documenting References and Resources*

## Recording Bibliographic Information

☞ Use 5x8 ruled index cards, hole-punched to fit in a three-ring binder. Be sure to record information on interviews, business contacts, and observations, as well as bibliographic information for printed material that you use.

Number the cards with the first resource used being numbered 1.

Use one reference per card.

①

**(Author)**
Johnson, Tamara

**(Title)**
Technology Today

**(Publication information)**
Massachusetts: Wadsworth, 1984

**(Call Number)**
PS223
C34
P4

File these cards in your three-ring binder in the appropriate section.

## *Gathering Information*

☞ Use 5x8 ruled index cards, hole-punched to fit in a three-ring binder.

Use these cards for taking notes from library resources, material retrieved from electronic resources, interviews, observations, or any other data you plan to use for your project.

Number the note cards to correspond with the appropriate reference card (e.g., notes from Technology Today by Tamara Johnson would be labeled with the number 1 circled —◯).

①

**Notes:**

- Technological advances in the 21st century have greatly impacted all areas of human life.
- The impact of technology on family life has had both positive and negative implications.

File these cards in your three-ring binder in the appropriate section.

Source: *Independent Study in Home Economics Education*, Home Economics Curriculum Center, 1998.

# Examples of Family Crisis

Death

Unplanned pregnancy

______________________

Divorce/Separation

Job Loss

Moving

Family Violence

______________________

Accident

Natural Disaster

Substance Abuse/Addiction

______________________

# Analyzing a Family Crisis

▲ Many different types of problems can occur within the family unit. No family is free from problems and crises; problems and crises are just part of life. A family crisis is a turning point, a time when a family is faced with a difficult decision, a big change, or a serious problem that will influence the course of their lives. Think about a crisis that your family has endured and what brought on that crisis. A crisis may be brought on by a person's actions, by the actions of others (including family members), or by natural causes and events.

**Directions:** Identify a family problem or crisis and complete the following chart. The family problem or crisis may be real or fictitious.

**Problem:**

____________________________________

____________________________________

1. What economic impact might the crisis have on the family?

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

2. What might the family have done in advance to help meet economic needs brought on by the crisis?

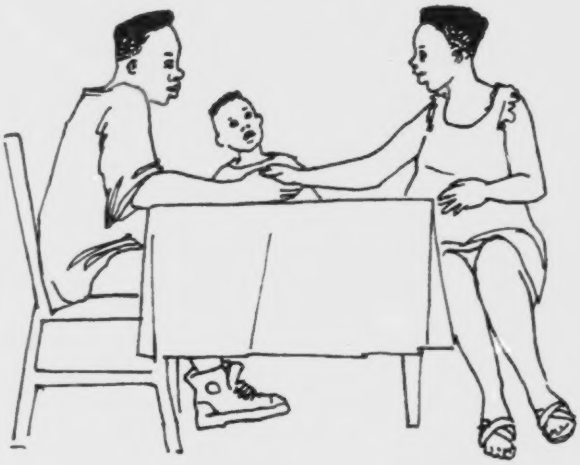
____________________________________

____________________________________

____________________________________

____________________________________

____________________________________



3. What resources might the family access to manage financial strains brought on by the crisis and to help recover from the crisis?

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

*Consumer and Family Economics*

# Financial Management Technology Survey

◆ Introduce yourself and state the purpose of the survey. For example,
My name is ______________________________. Our Consumer and Family Economics class is studying the impact of technology as a financial management resource. We are contacting persons to determine various uses of technology for financial management processes. Would you be willing to answer a few questions about technology you have used or know about in financial management processes?

---

1. How do you use technology for financial management processes in business applications?

2. What equipment or software is required to use this technology?

3. How do you use technology for financial management processes in personal applications?

4. What equipment or software is required to use this technology?

5. What technology do you consider most beneficial to you in business or personal applications?

6. What are the newest technology items of which you are aware?

7. How has technology impacted the things you do related to financial management over the past five years?

8. In what new ways do you predict technology will impact your financial management tasks in the next five years?

*Thank you very much for helping our class by answering these survey questions.*

# Figure Out Fraud

### Online Scams

Are the claims/promises overstated? Are you required to send money or a credit card number?

### Mail Fraud

Who's it from? What must consumers do? How much will it cost? How good is it?

### Telemarketing Fraud

What's the catch? How much will it cost in all? Remember — few things are really free!

### Unordered Merchandise

Did someone in the family order it? (The item does not have to be forwarded or returned if it was not ordered.)

### Bait & Switch

Is merchandise really for sale? Does a salesperson try to show something higher priced or criticize the sale item?

### Chain Letter and Pyramid Schemes

Are you supposed to send money to several people on a list? Is a legitimate product or service offered? Are you promised a big payoff?

# Decipher Deception

## Puffery

Are advertising claims exaggerated? Are adjectives such as new, unique, extra, and super used frequently?

## Referral Plans

Are you promised a discount if friends whose name you give buy?

## Wholesale Prices

Is the seller a retailer? If so, he or she cannot sell wholesale.

## Free

Is it free? Remember, few things are really "free."

## Sale

Is the price really reduced? How does the price compare with that in other stores? What about quality?

## Contests

Who were the winners? Was a purchase necessary in order to get a prize?

# Cues to Quackery

Is the cure based on a special machine or "secret remedy"?

Is the medical profession criticized?

Are traditional health care procedures, such as surgery or x-rays, opposed?

How does one hear about the remedy or the doctor?

Does the doctor use testimonials from "cured" patients?

Can the remedy be purchased through the mail or over the Internet?

Do you find it hard to substantiate claims or find details about the company?

On the Internet, do you find yourself coming back to similar links that lead back to each other?

# Government Services Affecting the Consumer

| Local | State | National |
|---|---|---|
| | | |

# Government Resources Survey Form

**Directions**: Use the form below to collect information about a government agency that provides services and support for families. You may either collect the information by telephone, E-mail, Internet references, or in an interview with staff of the agency as your teacher directs.

Name of Agency: ______________________

Type of Agency: Local ________ State ________ National ________

Telephone ______________________

Name/Position of Person Contacted ______________________

Services Provided by the Agency ______________________

Persons for Whom Services are Provided ______________________

Eligibility Requirements for Services ______________________

Costs for Services Provided ______________________

Agency Hours ______________________

Upcoming Activities of Interest to Families ______________________

Does your agency provide any consumer information free of charge? If so, how can our class obtain a set of the materials? ______________________

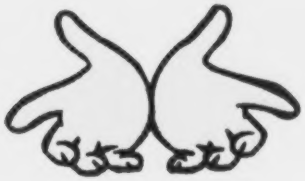
# FEDERAL AGENCIES SERVING CONSUMERS

- Consumer Product Safety Commission
- Department of Housing and Urban Development
- Environmental Protection Agency
- Federal Aviation Administration
- Federal Communications Commission
- Federal Trade Commission
- Food and Drug Administration
- Securities and Exchange Commission
- United States Department of Agriculture
- United States Department of Commerce, Office of Consumer Affairs
- United States Postal Service

# Basic Consumer Rights

- The Right to be Informed
- The Right to Safety
- The Right to Choose
- The Right to be Heard
- The Right to Redress
- The Right to Consumer Education

# *Rights and Responsibilities*
# Go Hand in Hand



| *Rights* | *Responsibilities* |
|---|---|
| ☞ To be informed | ☞ To make effective use of information |
| ☞ To safety | ☞ To use products safely |
| ☞ To choose | ☞ To choose carefully and wisely |
| ☞ To be heard | ☞ To speak up |
| ☞ To redress | ☞ To seek redress |
| ☞ To consumer education | ☞ To become an educated consumer |

# Examples of Laws Impacting Consumers

- Automobile Information Disclosures Act
- Child Protection and Toy Safety Act
- Cigarette Labeling Act
- The Clayton Antitrust Act
- Consumer Credit Protection Act
- Consumer Education Act
- Consumer Product Safety Act
- Equal Credit Opportunity Act
- Fair Credit Billing Act
- Fair Credit Reporting Act
- Fair Packaging and Labeling Act
- Federal Hazardous Substances Labeling Act

# Examples of Laws Impacting Consumers, Cont'd.

- The Federal Trade Commission Act
- Food, Drug, and Cosmetic Act
- Interstate Commerce Act
- Magnuson-Moss Federal Warranty Law
- Motor Vehicle Safety Act
- The Sherman Antitrust Act
- Textile Fiber Products Identification Act
- Truth-in-lending Act
- Truth-in-savings Act
- Wool Products Labeling Act

# Governmental Protection for the Consumer

| Agency | Services Provided to Inform and Protect the Consumer | Address (physical and/or Web) |
|---|---|---|
| Consumer Information Center | | |
| Environmental Protection Agency | | |
| Federal Communications Commission | | |
| Federal Deposit Insurance Corporation | | |
| Federal Trade Commission | | |
| Food and Drug Administration | | |

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***Governmental Protection for the Consumer, Cont'd.***

| Agency | Services Provided to Inform and Protect the Consumer | Address (physical and/or Web) |
|---|---|---|
| Housing and Urban Development | | |
| Office of the Attorney General (State of Texas) | | |
| U.S. Consumer and Product Safety Commission | | |
| U.S. Department of Agriculture | | |
| | | |
| | | |

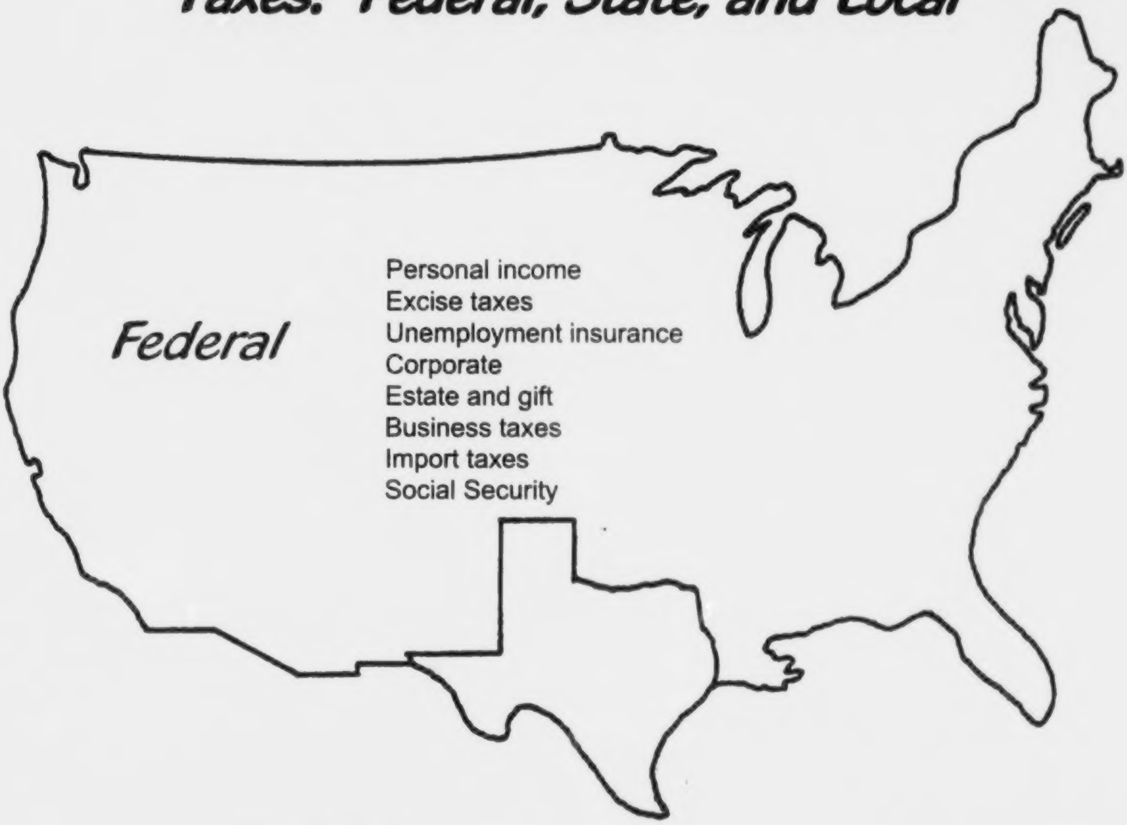
# Consumer-sponsored Services

| Agency/Organization | Services Provided to Inform and Protect the Consumer | Address (physical and/or Web) |
|---|---|---|
| The American Council on Consumer Interests | | |
| Better Business Bureau | | |
| Coalition for Consumer Health and Safety | | |
| Consumer Federation of America | | |
| Consumers Union | | |
| Consumer World | | |

**Consumer-sponsored Services, Cont'd.**

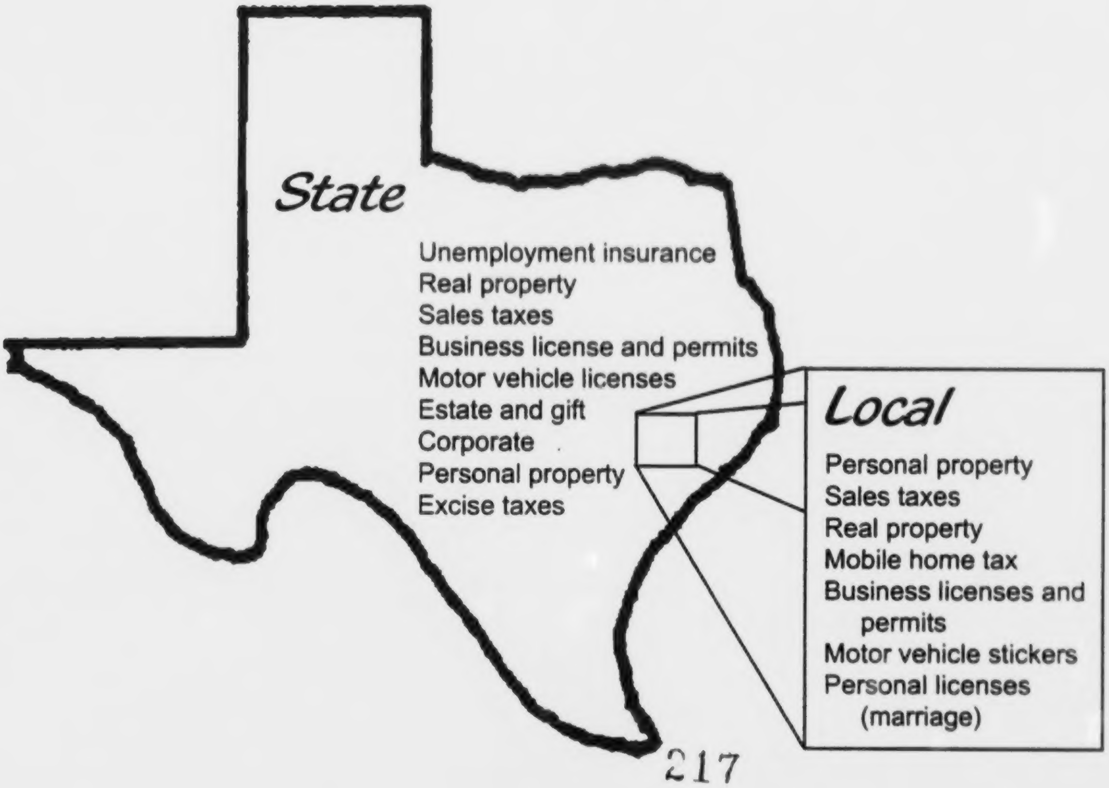
| Agency/Organization | Services Provided to Inform and Protect the Consumer | Address (physical and/or Web) |
|---|---|---|
| National Consumers League | | |
| The National Council on Economic Education | | |
| National Fraud Information Center | | |
| | | |
| | | |
| | | |

# Taxes: Federal, State, and Local



## Federal

- Personal income
- Excise taxes
- Unemployment insurance
- Corporate
- Estate and gift
- Business taxes
- Import taxes
- Social Security



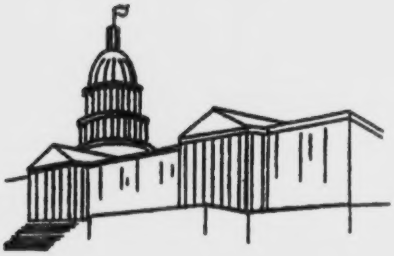
## State

- Unemployment insurance
- Real property
- Sales taxes
- Business license and permits
- Motor vehicle licenses
- Estate and gift
- Corporate
- Personal property
- Excise taxes

## Local

- Personal property
- Sales taxes
- Real property
- Mobile home tax
- Business licenses and permits
- Motor vehicle stickers
- Personal licenses (marriage)

# How Taxes are Used

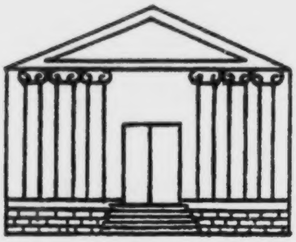


**Federal**

- Highways
- National parks
- Educational services
- Public health and welfare services
- Agriculture and medical research
- National defense program
- Federal government
- Courts
- Federal prisons

**State**

- Highways
- Recreation and parks
- Education
- Hospitals
- Special schools
- Public assistance
- Welfare service
- State government
- Courts
- State prisons



**Local**

- Police and fire protection
- Schools
- Community colleges
- Streets
- Sidewalks
- Libraries
- Water systems
- Sewer systems
- Parks
- Swimming pools
- Local government
- Courts
- Jails/Prisons
- Public hospital districts
- Promotion for economic development

# Types of Taxes

Progressive

Proportional

Regressive

Direct

Indirect

Consumer and Family Economics

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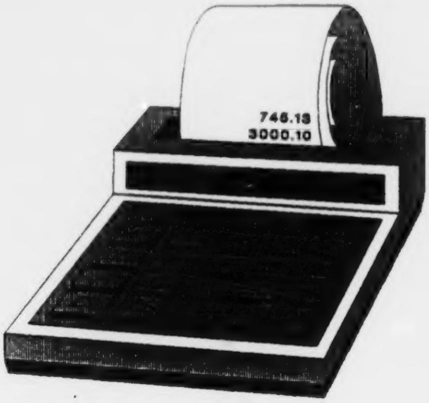
# OPPORTUNITY COSTS AND SCARCITY

▲ When an economist considers the cost of an item, he or she considers more than the price tag. Economists also consider the *opportunity cost* or the cost of the next best alternative use of money, time, or resources when one choice is made over another. For instance, a student with twenty-five dollars to spend can choose between several options — a CD, a new shirt, movie tickets, or restringing a tennis racket. The student decides that restringing the racket is the most important need at the moment. The opportunity cost includes the items and activities the student gave up deciding not to buy tickets to the movies, a favorite CD, or new clothes.

Economists also consider the relationship of the scarcity of a good or service to its cost. In economics, *scarcity* is the condition of not being able to have all of the goods and services one wants. Resources do not exist in sufficient quantities to satisfy all desires to use them. Scarce items may have a higher value, and the value may fluctuate depending on availability. People recognize that scarce items carry a higher opportunity cost; they give up more alternatives to purchase shrimp off-season than they would during the shrimping season.



Source: Social Studies Center for Educator Development Web site,
*www.tea.state.tx.us/resources/ssced*

# Consider the Costs

◆ Joseph purchased a set of mag wheels for his car. He had not intended to buy them, but the man he rides to work with stopped at an auto parts shop on the way home from work, and Joseph came home with the wheels. He is about to tell his wife, Elena, what he has done and he figures she will be angry. Their son needs new tennis shoes for basketball tryouts. Elena has a cavity and has an appointment with the dentist.

◆ Mary went shopping with her friend Wilma. Mary had planned only to buy some new pajamas for her son, Mark, until she saw the "perfect dress" on sale in the department store window. Mary purchased the dress, but she is having second thoughts as she enters the house. She knows her husband has been putting off buying a cordless phone, and she dreads telling Mark that she did not buy his new pajamas.

◆ Julia and Sam were shopping for groceries. There were many attractive displays and stacks of items in the aisles. Julia and Sam stopped to look at them. He bought chips and dip after a salesperson gave him a sample. Julia picked up a package of candy and some cola on special. Then, there were the packaged meals in the deli with a sign that said, "Wondering what to have tonight? Treat yourself to a meal after you unload your groceries!" Julia and Sam had not planned to buy any of these things. At the checkstand, Sam picked up a couple of magazines and a package of gum. When the checker rang up the total, they had spent fifteen dollars more than they intended. As they drove home, they were discussing how they can adjust their weekly budget to make up for the extra expense.

# Economics Systems: The Basics

### *Basic Concepts*

Economics is the study of how human systems manage survival in a world of scarce resources. The study of Economics is concerned with the production, distribution, and consumption of goods and services. Some basic terms associated with economics include the following:

- ***Scarcity*** is a condition that results from unlimited human desires for limited economic resources.
- ***Resources*** are human and nonhuman elements used to make goods and services that are consumed for pleasure or survival. Resources are transformed into goods and services through the four factors of production:
  - land
  - labor
  - capital
  - entrepreneurship
- ***Land*** refers to natural resources such as soil, rivers, minerals, or animals.
- ***Capital*** is any product used to make other products. Capital goods include tools, equipment, and factories used in the production of goods and services. Financial capital is money used to buy tools and equipment used in production.
- ***Labor*** is physical or mental human effort applied toward production.
- ***Entrepreneurship*** is a special talent for transforming land, labor, and capital into goods and services in productive ways — often developing new products and new ways of doing things. Entrepreneurship requires taking risks in the attempts to make a profit.
- ***Supply*** refers to the amount of product available to consumers. ***Demand*** is the amount of product desired by consumers. The interaction between supply and demand in the marketplace affects price. When demand exceeds supply, price tends to rise; when supply is greater than demand, price tends to decrease.

Individuals have preferences and choose various options or alternatives based on personal priorities. When choosing one option over others, an individual gives up other options in return. Because one cannot choose all options at the same time, trade-offs are made based on one's priorities; in a ***trade-off***, one thing is given up for something else whenever a choice is made. An ***opportunity cost*** is the cost of the loss of an alternative option that could have been secured with the same resources. Economists believe that individuals choose alternatives they expect will yield the highest ***profit***, the total amount of rewards or benefits an individual receives minus the costs of obtaining it.

> *The study of Economics is concerned with the production, distribution, and consumption of goods and services.*

***Economics Systems: The Basics, Cont'd.***

### *Economic Systems*

An economic system is the framework a nation uses in deciding how best to utilize scarce resources. Economic systems answer the following three basic economic questions in different ways.

1. What goods and services will be produced? Because of scarcity, no nation can produce everything it might want, so decisions have to be made.
2. How should goods and services be produced? Should modern or primitive methods be used? Automated methods, or more human labor?
3. For whom should goods and services be produced? Will goods and services be allocated to designated recipients by a central authority, or will goods be available to anyone who is willing and able to pay for them?

Economic systems can be classified into three types.

- In a ***traditional system***, decisions are repeated that were made at an earlier time, stemming from custom, cultural beliefs, or habit.
- In a ***command economic system***, a central authority answers the three basic questions. Consumers have limited choice. For example, during the communist reign in the Soviet Union, government economic officials stipulated the number of cars produced, the number of laborers who would produce them, and the amount of money required from those who wished to own them. Socialism is based on command principles.
- In a ***market economic system***, self-interest in the marketplace, not government, determines the answers to the three basic questions. What goods and services are produced, how they are produced, and for whom they are produced are determined by the interaction of supply and demand.

### *The United States Economy*

The U.S. economy goes by many names, including free enterprise, capitalism, market economy, consumer economy, and mixed economy. It is not actually a pure market economy because, for example, the U.S. government does play some role in economic decisions. However, it is most generally referred to as a free-enterprise system. In a ***free-enterprise system***, businesses are allowed to compete for profit with a minimum of government regulation.

The following are some characteristics of a free-enterprise system.

- Economic freedom. Businesses decide whether, what, how, where, and when to produce. Individuals are free to decide what jobs to take, what salaries to accept, and what goods and services to purchase.
- Profit motive. The desire to make a profit and improve material well-being is an incentive known as the profit motive in a free-enterprise system. The ***profit motive*** causes individuals to act in their own best interests, which enhances economic activity. It is not in one's best interest to make a product that no one will buy or purchase a product that is worthless. Exchanges are made only when both buyer and seller will benefit.
- Voluntary exchange. ***Voluntary exchange*** refers to the exchange of goods and services willingly between buyers and sellers. Voluntary exchanges are made when both parties think they will benefit from the transaction.
- Competition. Providers of goods and services are allowed to compete for profit

## Economics Systems: The Basics, Cont'd.

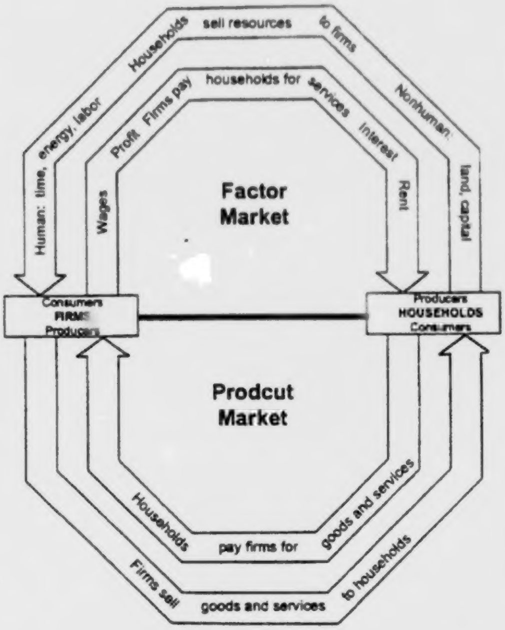
with a minimum of government interference. Both consumers and workers benefit from competition in a free-enterprise system.

- Private property. Private property includes material goods like cars and homes, as well as personal skills and knowledge. Individuals are guaranteed the right to own private property, and they can sell or give their property away as they wish. The right to private property is guaranteed in the 5th and 14th Amendments to the U.S. Constitution.

## The Circular Flow Model of the Economy

The Circular Flow Model of the Economy provides a snapshot of the free-enterprise system. In a free-enterprise system, exchange is circular. Resources are transferred from households, to firms, and back to households. This circulation occurs through the following markets:

- The ***factor market*** includes exchanges from households to business firms. In this market, households sell human and non-human resources to firms in exchange for money in the form of salaries or wages, rent, and interest. In the factor market, households are producers and firms are consumers.
- In the ***product market***, which is more familiar, firms are producers of goods and services that households purchase with the money they receive in the factor market.


Households sell resources to firms
Human: time, energy, labor
Nonhuman: land, capital
Firms pay households for services
Wages
Profit
Interest
Rent
Factor Market
Consumers
FIRMS
Producers
Producers
HOUSEHOLDS
Consumers
Prodcut Market
Households pay firms for goods and services
Firms sell goods and services to households

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# Comparing Economic Systems

| Type | Characteristics | Examples | Advantages/Disadvantages | |
|---|---|---|---|---|
| Traditional | | | | |
| Command | | | | |
| Market | | | | |

*Consumer and Family Economics*

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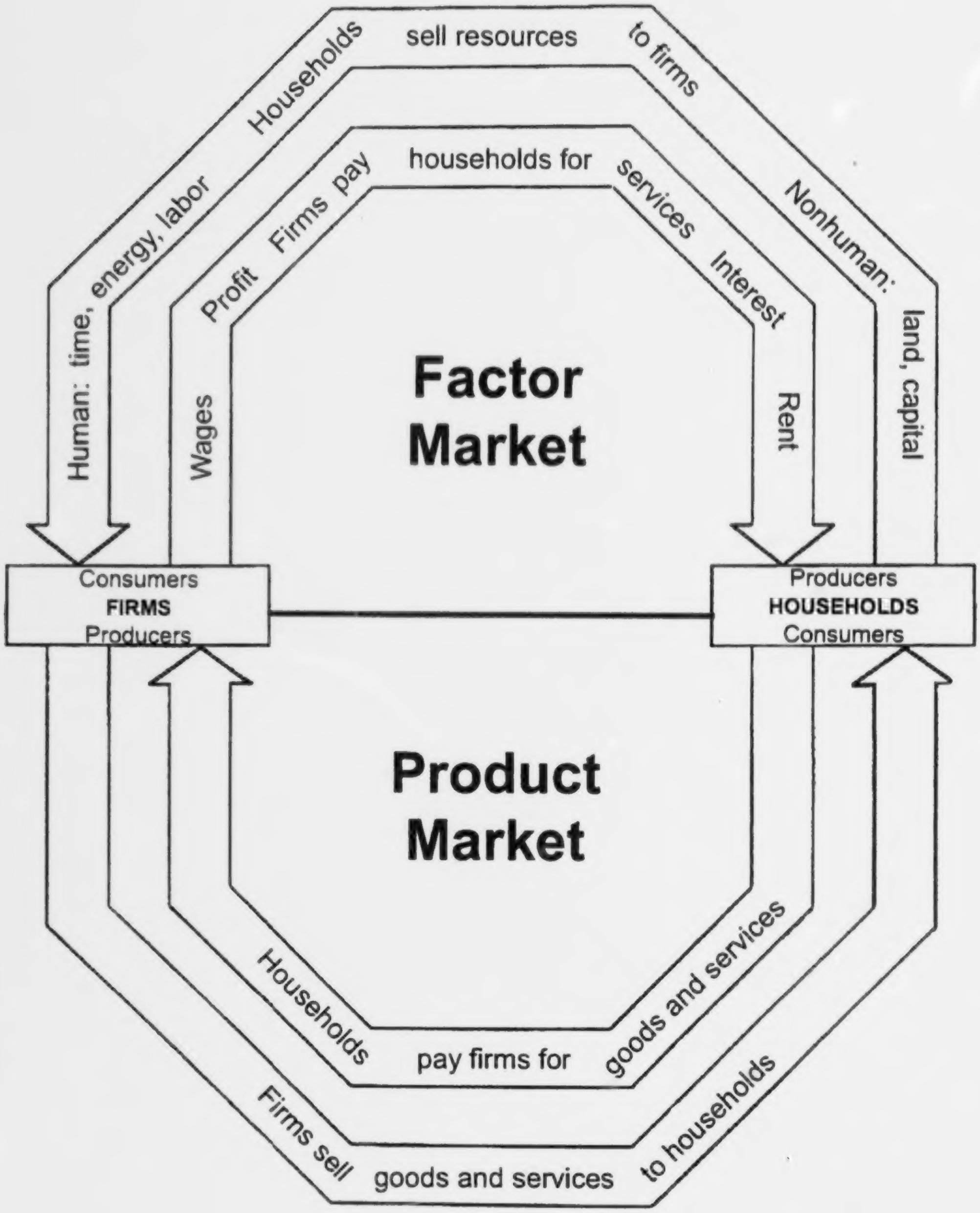
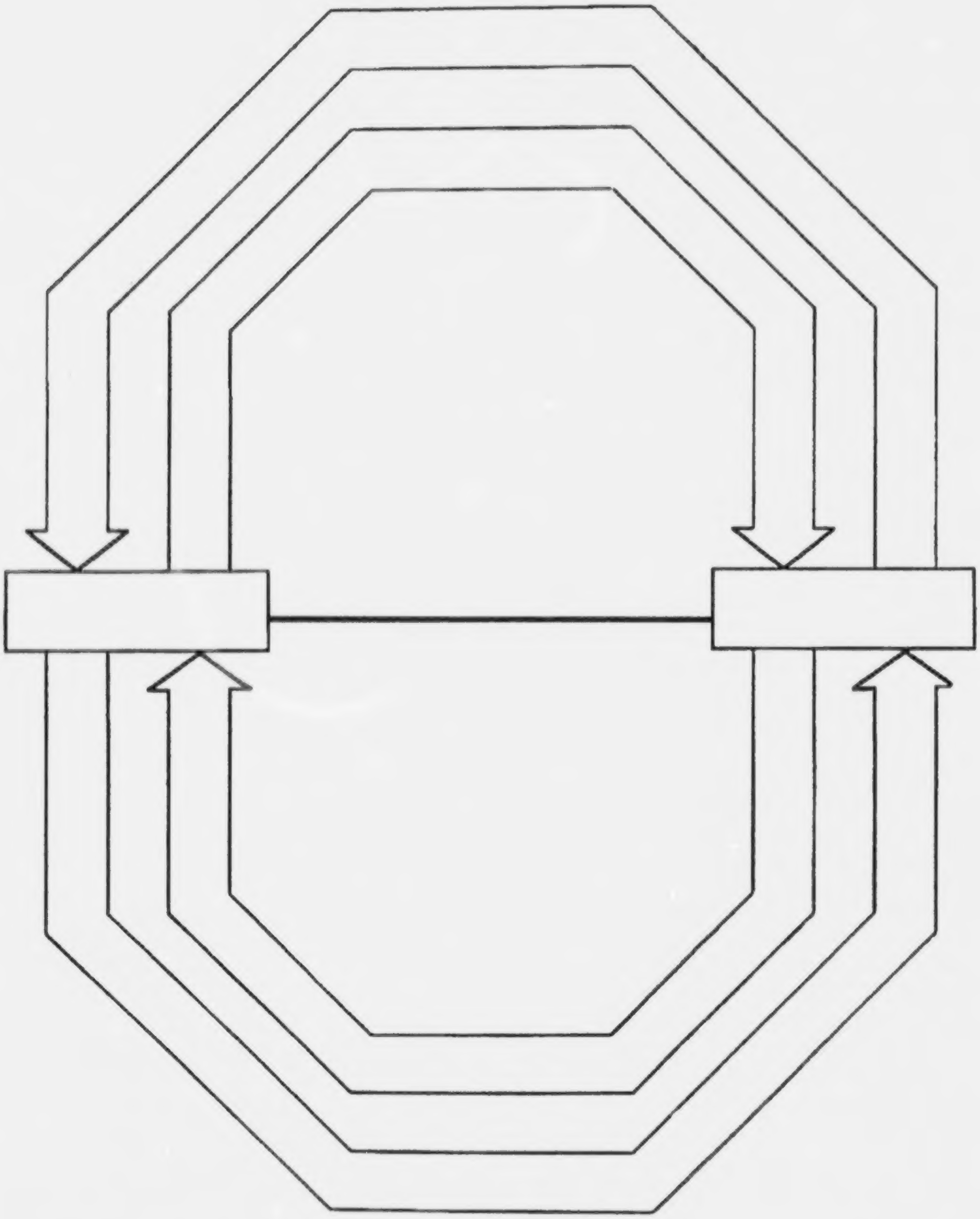
# Circular Flow Model of the Economy


Households sell resources to firms
Human: time, energy, labor
Nonhuman: land, capital
Firms pay households for services
Profit
Wages
Interest
Rent
Factor Market
Consumers
FIRMS
Producers
Producers
HOUSEHOLDS
Consumers
Product Market
Households pay firms for goods and services
Firms sell goods and services to households

# Circular Flow Model of the Economy, Cont'd.



# Forms of Competition

| Form | Definition | Example |
|---|---|---|
| Pure or free competition | Exists when there are several buyers and sellers of a homogenous product giving ample consumer information about the product and having free entry and exit from the market | |
| Alternative or price competition | Alternative choices of similar services or goods offered at lower prices; tends to force prices down, while allowing for a reasonable profit for the company | |
| Nonprice competition | Competition not based directly on price | |
| Imperfect Competition | | |
| (a) Oligopoly | Middle ground between pure competition and a monopoly; A few firms or companies produce most or all of a given product or service and control the market | |
| (b) Monosolistic competition | There are few sellers, but each sells primarily to a specific group of buyers | |
| Public monopoly | Single product that controls a market through a right granted by a government to ensure that essential services are provided | |
| Monopoly | One firm provides a service or product and controls the market (seldom found today) | |

# Supply and Demand

1. If demand for an item is steady, what tends to happen to price? to supply?

   Example:

2. If demand for an item rises, what tends to happen to price? to supply?

   Example:

3. If demand for an item falls, what tends to happen to price? to supply?

   Example:

4. When prices rise, what tends to happen to demand for an item?

   Example:

5. When prices fall, what tends to happen to demand for an item?

   Example:

6. When the demand for an item is greater than the supply, what happens to price?

   Example:

7. When the supply of an item is suddenly diminished, what tends to happen to demand? to price?

   Example:

8. What effect does the media and advertising have on supply and demand?

   Example:

**TA 42**
**TEKS 6A**

*Consumer and Family Economics*

# GUIDELINES FOR A CLASSROOM DEBATE

## *Discussion, Disagreement, and Debate: What's the difference?*

**Discussion:**

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

**Disagreement:**

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

**Debate:**

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

## *Preparing and Conducting a Classroom Debate:*

1. **Select a topic.**

2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.

3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.

4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.

5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.

6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.

7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.

8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.

9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

Adapted from: Parks, Sandra and Black, Howard. *Organizing Thinking: Graphic Organizers*. Pacific Grove, CA: Critical Thinking Press and Software, 1990.

# Analyzing Consumer Rights

***The right to be informed*** – protects consumers from false and misleading information on ads and labels. KEY QUESTIONS: What are some sources of information about goods and services? Where can individuals find information about recent developments and new products? How does the use of this information affect the consumer's right to be informed? What could be the result if many consumers asked for similar information not given about a particular product? If consumers have the right to expect use and care instructions and performance claims, what responsibility goes with this right? How can consumers lose this right? (The consumer's main responsibility here is to use the information which is available. Look for information about items consumers want to buy so the items can be compared and judged.)

***The right to safety*** – protects consumers from goods and services dangerous to health or life. KEY QUESTIONS: How does the consumer know if a product is safe? How do consumers influence the right to safety when they buy goods without first examining them for safety features? What kind of information are consumers responsible for getting before they buy goods or services? What should a consumer do if the performance of goods or the results of services are not safe? How might the right to safety be influenced if no one reported faults? How does the study of safety ratings help meet the consumer's responsibilities to their right to safety? What are some reliable sources of safety ratings? What makes them reliable sources? What might happen to these sources and to the consumer's right to safety if consumers do not take advantage of the information offered to them? (The consumer's responsibility here is to use the goods safely as they are meant to be used and follow instructions for their care and up-keep.)

***The right to choose*** – assures consumers of a number of goods and services at competitive prices. KEY QUESTIONS: What are some pressures that consumers should take responsibility for resisting? How does buying from habit hurt the consumer's ability to be selective? How does the responsibility to do comparative shopping affect the right to choose? How can the consumer determine whether or not products or services are produced efficiently? What relationship is there between efficient production and fair, competitive prices? What are some products that represent a needless waste of limited natural resources? of human resources? In what ways are consumers dishonest in their dealing with merchants and repair people? How does this affect the right to choose? (The consumer's responsibility here is to choose wisely. Consumers should use their purchasing power to help build ethical business practices. This will help the business produce safe and reliable products.)

## Analyzing Consumer Rights, Cont'd.

***The right to be heard*** – assures consumers that their interests will be heard in legislative and judicial proceedings. KEY QUESTIONS: What should consumers do if they discover irresponsible industries, merchants, or repair people? How does the writing of protest letters help meet the consumer's responsibility to the right to be heard? Why is it the consumer's responsibility to know where to go for help? What do many consumers tend to do because they do not know where to go for help? How do their actions affect the consumer's right to be heard? (One of the consumer's responsibilities is to suggest product improvements. Have students select a product or service and think of some suggestions for improvements of that product or service. The suggestions can be sent to the company if they seem to be applicable or original.) How much information should consumers give merchants when shopping for a product or service? How does this information help the consumers get what they want? Why is it important to write congressional representatives about consumer problems? What difference does writing congressional representatives make? Does the informed consumer have more right to be heard than one who is not informed? Why or why not? (The consumer's responsibility here is to be heard. Consumers should express if they are happy or have complaints about the product. Going through these correct steps helps give necessary information to producers about products.)

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***The right to redress*** – assures consumers that they will be able to seek corrections of wrongs against them. KEY QUESTIONS: What might a consumer do if a new automobile was purchased three months ago and the radio no longer works? The car dealer says that they do not have anyone who repairs radios and thus cannot repair it. What steps should the consumer follow? How might the consumer handle the following situations: 1) The magazines which a consumer purchased three months ago from a door-to-door salesperson have not arrived, and the consumer is unable to contact the salesperson. 2) How might the consumer act if, because of a newspaper ad, he or she makes a special trip to the drugstore to purchase a bottle of shampoo for $1.95. The regular price is $2.95 for the shampoo. At home the consumer finds that the register receipt shows a charge of $2.95. How should the consumer react? What can the consumer do if the drugstore will not change the price? (The consumer's responsibility here is to seek redress. If problems have to be changed, consumers should follow through with them until the consumer is satisfied with how the problem is handled.)

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***The right to consumer education*** – assures consumers of providing ways for them to learn about basic consumer rights and responsibilities. KEY QUESTIONS: How does the government give citizens opportunities for consumer education? Identify situations which consumers have needed to be better educated. What are some publications, pamphlets, workshops, or seminars that educate citizens as consumers? What year was the right to consumer education created? Which President added the right to consumer education? (The responsibility here is to seek opportunities for education and keep current on consumer protection laws.)

# Exercising Consumer Rights

**The *Right* to be Informed = The Responsibility to Use Information**

- Analyze advertisements.
- Look for recent developments and information on goods and services.
- Understand performance claims.
- Compare and evaluate products.
- Check use and care instructions before buying.
- Seek information when existing information is inadequate.

**The *Right* to Safety = The Responsibility to Use Products Safely**

- Examine products for safety features.
- Study care instructions before buying and using.
- Study product safety ratings.
- Use products as they are intended to be used.
- Follow recommended procedures for care and maintenance of products.
- Inform retailers and/or manufacturers of poor performance.

**The *Right* to Choose = The Responsibility to Choose Carefully**

- Be selective.
- Resist pressure.
- Buy products and services efficiently.
- Recognize resource limitations.
- Know your motives.
- Be honest.
- Refuse products that waste resources.
- Use comparative shopping.
- Write Congressional representatives.

## Exercising Consumer Rights, Cont'd.

**The *Right* to be Heard = The Responsibility to Speak Up**

- Suggest consumer legislation.
- Suggest product improvements.
- Let merchants know what is expected.
- Know where to seek help.
- Provide feedback to producers by expressing satisfaction and complaints through the proper channels.
- Write congressional representatives.

**The *Right* to Redress = The Responsibility to Seek Redress**

- Explain the problem carefully and briefly.
- State what you believe should be done about your claim.
- Explain how the purchase is defective.
- List the steps you have already taken to solve the problem.
- Give as much specific information as possible, including style numbers, catalog numbers, and order numbers.
- State when and where you bought the item or arranged for the service.
- Keep a copy of your letter of complaint.
- If you write a second letter, include a copy of the first.
- Follow up until desired results are achieved.

**The *Right* to Consumer Education = The Responsibility to Become an Educated Consumer**

- Take advantage of consumer education seminars and workshops.
- Subscribe to and read consumer education related magazines.
- Keep up-to-date on consumer information and legislation.
- Learn about the other consumer rights and use them responsibly.

# Being a Responsible Consumer

**Directions:** Place a check mark by the consumer responsibilities that were fulfilled on a recent purchase.

___ Acquired information before making purchase

___ Checked information to make sure it was reliable

___ Used the information to compare products before purchasing

___ Considered personal wants and needs before making the decision to purchase the item

___ Considered financial resources available for this purchase

___ Avoided impulse purchases

___ Considered the impact of the purchase (positive or negative) on others (i.e., family members)

___ Shopped with reliable businesses

___ Refrained from unethical consumer practices (e.g, shoplifting, using the item and returning it, exchanging price tags)

___ Avoided purchasing products that are harmful to the environment

___ Read and followed the use and care instructions on products that were purchased

___ Used the products in a way that was safe to myself as well as others

___ Communicated dissatisfaction with the products in an honest and fair manner to the appropriate businesses and organizations

___ Worked individually or with others to resolve issues common to many consumers

---

**Directions:** Answer the following questions in complete sentences on the back of this sheet.

1. Were you satisfied with your purchase? Why or why not?

2. Why is it important to assume your responsibilities as a consumer?

3. What are three things you can do to become a more responsible consumer?

# *Writing Letters of Redress*

Morrison Child Care Center
1235 Gates Drive
Anytown, USA 10101
(777) 555-9098/(777) 555-8079

Ms. Marcia Cortez
Recreation Department
Play-time Manufacturing Co.
Lincoln, CA 90000

Dear Ms. Cortez:

- Give a detailed explanation of the problem.
- List the date of purchase or service.
- Name the location where purchase was made or service was performed.
- Provide specific information, such as brand name, style number, model number, catalog number, and price.
- Give information about the attempts you have made to resolve the problem.
- Tell what action you feel needs to be taken to remedy the situation.
- Enclose copies of warranty papers, bills, and receipts.
- Keep a copy of your letter.
- If a second letter is necessary, enclose a copy of the first letter.
- State what action you will take next.
- Use appropriate business letter format giving your name, address, and telephone numbers (day and evening).

# Economic Rights and Responsibilities

Economic rights of individuals include the right to work, guaranteed by the Taft-Hartley Act of 1947, which allowed states to formulate laws making it illegal to require workers to join unions. Another economic right of individuals is the right to own private property, that is, the right to hold and exchange goods and services. This is defined and protected by government legislation. Economic rights of businesses include the right to participate in markets for the purpose of exchanging goods and services. This right is also defined and protected by government. Economic responsibilities of individuals include making effective decisions in comparing economic alternatives of consumption, investment, and allocation of goods and services. Economic responsibilities of businesses include engaging in fair labor practices and fair competition; both contribute to the economic health of an economic community.

Source: Social Studies Center for Educator Development, October 1999.
*www.tea.state.tx.us / resources / ssced*

# Sources of Income

| | |
|---|---|
| Wages | Interest |
| Salary | Dividends |
| Piecework Income | Transfer Payments |
| Commissions | Profit |
| Tips/Gratuities | Insurance Payments |
| Bonuses | Pension Distributions |
| Rental Property | Inheritance |

# Education Pays . . .

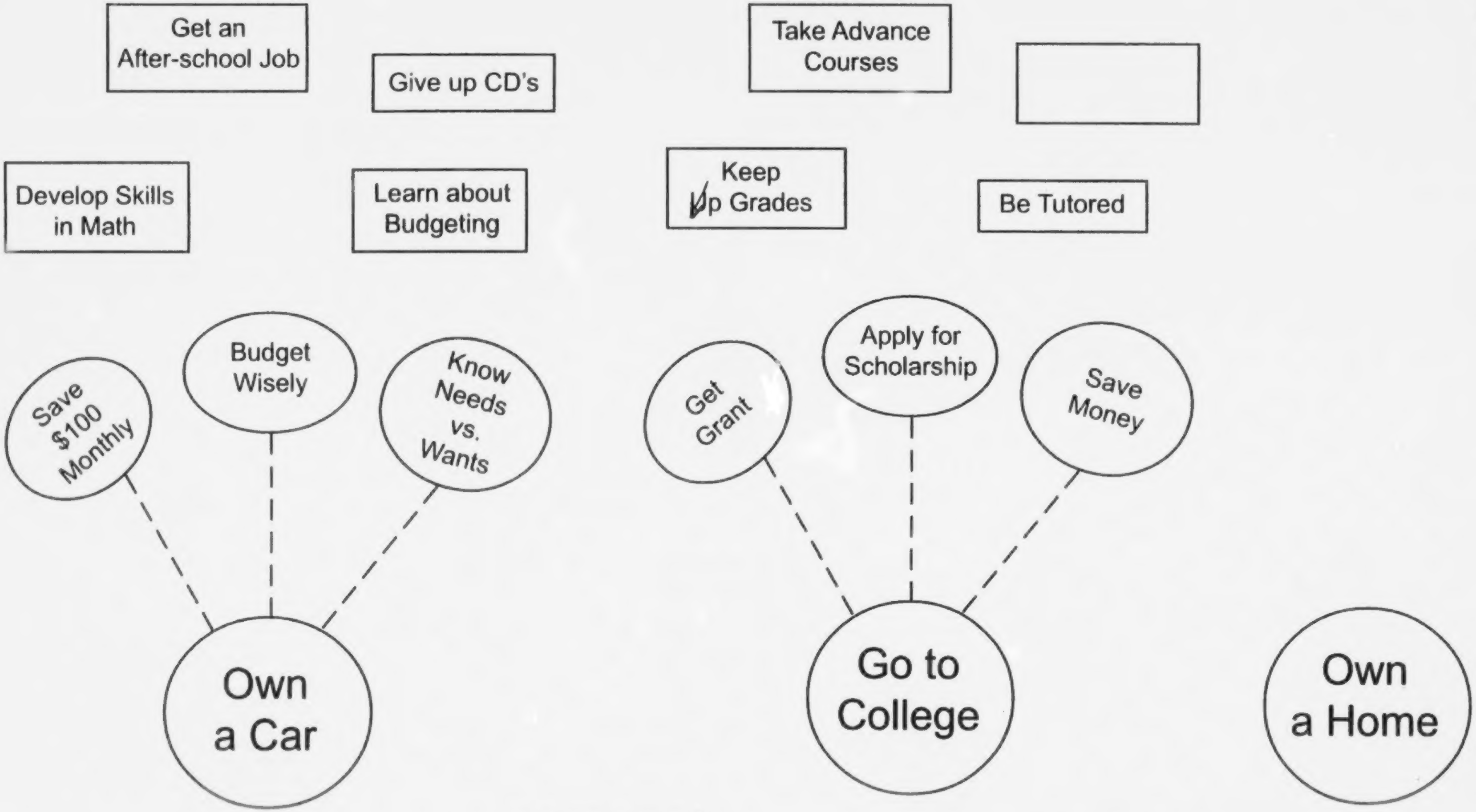
Unemployment rate and earnings for year-round, full-time workers age twenty-five and over, by educational attainment.

| **Unemployment rate in 1998** (Percent) | **Education attained** | **Median earnings in 1997** (dollars) |
|---|---|---|
| 1.4 | Professional degree | 72,700 |
| 1.3 | Doctorate | 62,400 |
| 1.6 | Master's degree | 50,000 |
| 1.9 | Bachelor's degree | 40,100 |
| 2.5 | Associate degree | 31,700 |
| 3.2 | Some college, no degree | 30,400 |
| 4.1 | High school graduate | 26,000 |
| 7.1 | Less than a high school diploma | 19,700 |

Source: Bureau of Labor Statistics unpublished data from the Current Population Survey, Bureau of the Census, Current Population Survey, *PPL-99, Educational Attainment in the United States: March 1998*, table 9 (unpublished data) and *Current Population Reports*, P20-513, October 1998, "Educational Attainment in the United States: March 1998 (Update)" (earnings). For more information visit the Census website at *http://www.census.gov*

# Reaching Goals Requires Planning

TA 50
TEKS 7B
*Consumer and Family Economics*



Get an After-school Job

Give up CD's

Take Advance Courses

Develop Skills in Math

Learn about Budgeting

Keep Up Grades

Be Tutored

Save $100 Monthly

Budget Wisely

Know Needs vs. Wants

Get Grant

Apply for Scholarship

Save Money

Own a Car

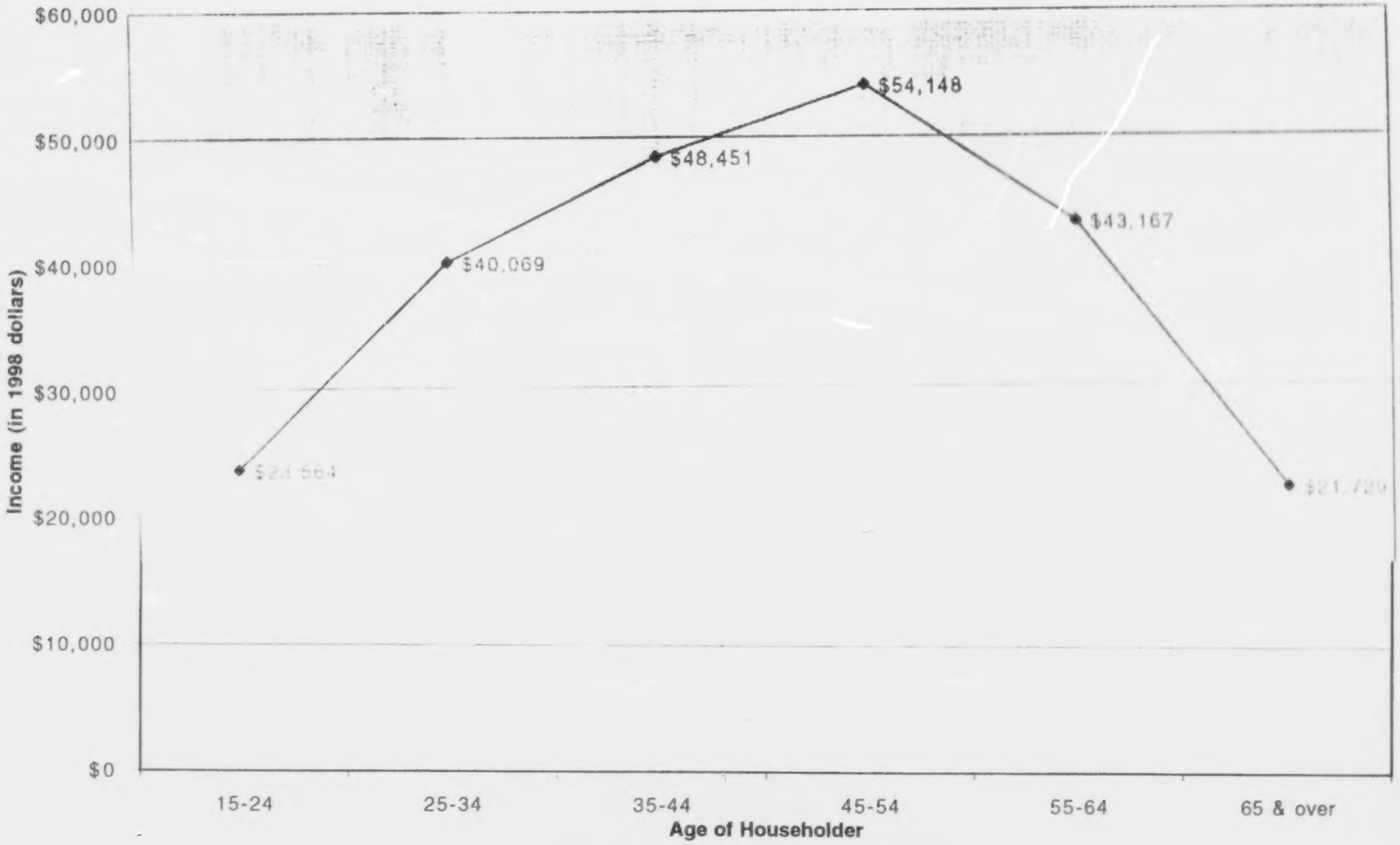
Go to College

Own a Home

*personal*

*family*

## Median Household Income by Age of Householder



Source: U.S. Census Bureau, Current Population Survey, March 1990, 1998, and 1999. (See web site at blue.census.gov)

*Consumer and Family Economics*

**TA 51**
**TEKS 7B**

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# A Financial Plan Considers . . .

- **What you have**
  Take a personal inventory of financial resources

- **What you need and want**
  Identify your personal and family goals

- **How you can best use your financial resources to achieve your needs and wants.**
  Develop plans and use available tools to manage
  - spending
  - savings
  - borrowing
  - investing
  - protecting against financial crises

Without a financial plan, long-term goals may never be affordable. A financial plan should reflect personal and family goals.

Make a plan and work the plan.

**TA 54a**
**TEKS 7C**

*Consumer and Family Economics*

# *Financial Planning:* A Good Start!

◆ Amelia and Joe have been married six months. Joe is working nights at a hotel and going to school. His goal is to get an associate degree in hospitality services management, eventually obtain a college degree and advance in management positions with a large hotel chain. Amelia just got a full-time job as a customer service representative with a bank. They both want two or three children, preferably in about three years. They currently rent a small but cozy apartment; they want their own home as soon as it becomes affordable and practical.

They are having a difficult time managing their money. It seems that every penny that comes in goes right out, with bills always there before the first paycheck. They do not charge many items, but their one credit card account is beginning to mount; they try to pay a bit more than the minimum required payment each month, but sometimes they just cannot. Their parents have always stressed the importance of setting aside a portion of their earnings in savings every month, even if it is just a few dollars. Amelia and Joe would like to save, but they do not see how they possibly can. Sometimes toward the end of the month, when money is especially tight, their frustration leads to squabbles over money.

Lin, an investment advisor and friend at the bank where Amelia works, suggested that Amelia and Joe develop a financial plan. Lin explained that, to start, they could simply follow three steps: (1) take a personal inventory of their resources, (2) clarify what they need and want — both short-term and long-term, and (3) decide how they can best use their resources to achieve their goals. Lin suggested that they jot down some specific actions they can take regarding spending, saving, borrowing, investing, and protecting themselves against financial crises. Lin said she learned from experience that, if you do not look ahead, you will end up years down the road wondering where your money went and not having some important things of which you dreamed.

Amelia and Joe set aside three evenings the next week to try out Lin's advice. They each took a sheet of paper and wrote down the resources they currently have. They included such things as monthly income earned by each, their vehicles, the items of furniture they have accumulated, their home computer, the $500 CD Joe's grandmother gave them for their wedding, the $1,250 IRA account Amelia's uncle started for her last year, etc. They also wrote down their human resources, like Joe's education and Amelia's job experience. After comparing their lists, they prepared a neat list of their resources on the computer, dated it, and labeled it "Our Personal Inventory." Amelia obtained samples of forms used to determine "net worth," and they filled in their assets and liabilities. They discovered their net worth was not much on paper yet, but they laughed and told each other that by starting now — before they have accumulated much — they can win the prize in a few years for "most improved net worth."

The next evening Amelia and Joe did some

### *Financial Planning:* A Good Start!, Cont'd.

dreaming. They took index cards and wrote down the things they want and need. They started with short-term wants and needs, like a more reliable used car, Amelia's upcoming wisdom-teeth extraction, Joe's tuition and books for two more semesters, and a few home furnishing items. They expanded into longer-term goals, like a camping trip to Colorado next summer, having (and paying for) their first child, and owning their own home. They put some price estimates with each card, and they talked about what items they had to finance soon, which were "wants" and which were long-term goals. Again, they ended by preparing a printed, dated copy of "Our Financial Needs and Goals." The next evening, they got down to the action aspect of their plan by asking themselves, "How can we best use our resources to achieve our goals?" They talked through each category Lin suggested and came up with the following ideas:

- spending — develop a spending plan/budget and follow it as closely as possible, adapting it as needed to make it more realistic and workable. Amelia went through bills, checks, and credit-card charges for the past few months and recorded all expenditures. She and Joe tried to remember items for which they paid cash, and they agreed to record all cash expenditures for a while to get a handle on where that portion of their money was going. Then they divided their expenses into categories, based on some sample budgets Amelia pulled up on the Internet. They quickly determined that they were spending too much on fast-food meals, and they decided to plan economical meals they could prepare at home (which would also help them better meet requirements of the Food Guide Pyramid they had studied in high school).

- Savings — open a savings account and begin by saving $25/month. Joe looked up a chart on the Internet that showed how much money could be earned by saving just this small amount over a forty-year period, and it was impressive! They decided that they could surely set aside this amount for now, and once they got used to the discipline of saving, they could hopefully increase it later.

- Borrowing — get a better handle on their use of credit. They looked at the terms of their current credit card and decided to look for a card with lower interest and no annual fee. They also decided not to charge any more routine items, like small grocery purchases and restaurant meals, because these were the charges they seemed to forget about until the bill came. Amelia brought some information home from the bank, and Joe began gathering information on the Internet related to wise use of credit. They decided credit would be their friend, but they vowed it would not get the upper hand in their finances!

- Investing — participate in the profit-sharing program offered by Amelia's bank when she is eligible. Lin had told Amelia that she and Joe needed to take some basic financial steps and build up an emergency savings fund before they started an investment plan. So they put this aspect of their financial plan on hold. However, they learned about investment options in their high school Consumer and Family Economics class, and Joe and Amelia decided to start an information file for future use.

- Protecting against financial crises — evaluate their insurance needs and purchase basic insurance. Amelia's company provides her with

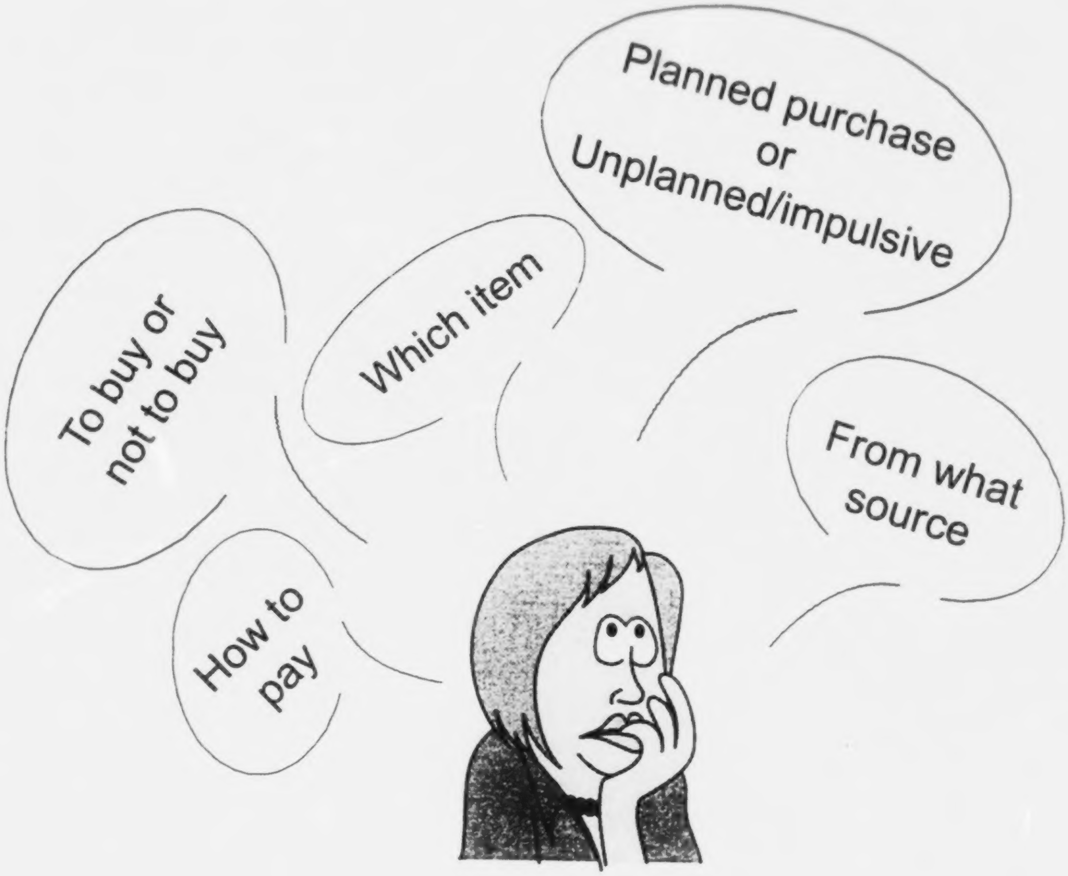
## ***Financial Planning:*** **A Good Start!, Cont'd.**

basic medical and life insurance coverage. They decided to look into the cost of adding Joe to the medical policy and to check into purchasing a term-life policy for Joe. Also, they decided to ask their insurance agent about the cost of renter's insurance.

Amelia and Joe were pleased with the start they made on a financial plan. They agreed to set aside one evening every three months to evaluate how they were doing and determine if changes needed to be made. Lin told Amelia that their plan needs to be flexible and not to be hard on themselves if it does not work perfectly. But, they are convinced that the time they spent will pay off by helping them take charge of their financial resources and ultimately meet their goals.

Then they celebrated by inviting Karla and Luis for a homemade spaghetti dinner and stay-at-home Saturday game night. Although Karla and Luis have been having trouble making ends meet, they usually spend twenty dollars each weekend on hamburgers and a movie. Amelia and Joe thought they might pass along some of Lin's suggestions to their friends.

# Examples of Spending Decisions


Planned purchase
or
Unplanned/impulsive
To buy or not to buy
Which item
From what source
How to pay

What?

Where?

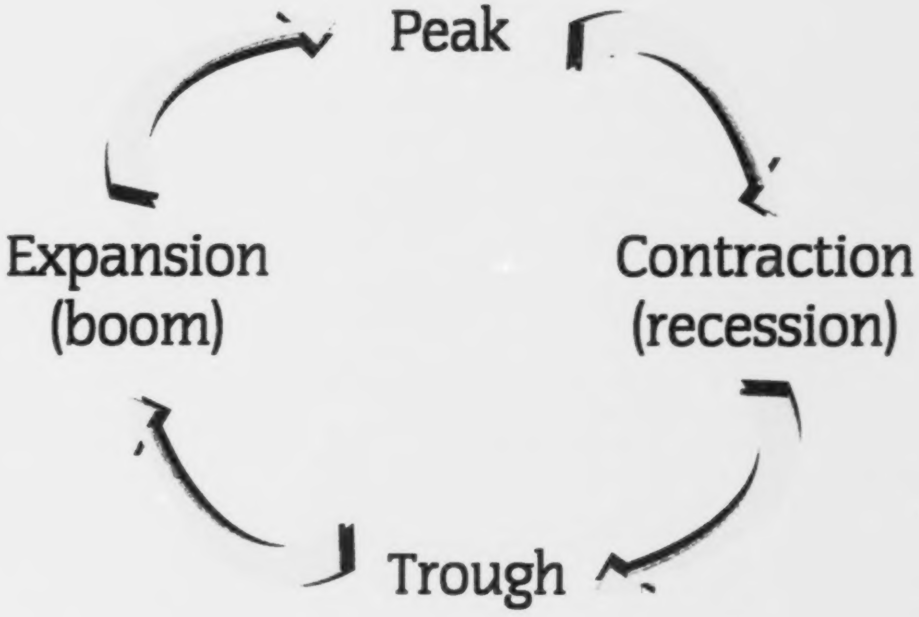
When?

How?

**TA 56**
**TEKS 7D**

*Consumer and Family Economics*

# *The Business Cycle*



Peak

Contraction (recession)

Trough

Expansion (boom)

# Phases of Business Cycles

▲ *There are two phases of business cycles: the expansion or boom stage and the contraction or recession stage.*

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***Recession*** is a period of decline gauged by changes in real Gross Domestic Product (GDP). A recession occurs when the real GDP declines over two quarters or six months. It begins when the GDP reaches its highest point prior to a steady decline over at least six months. Recession is characterized by failing incomes, high unemployment, and decreased demand for goods and services. A recession continues until the GDP reaches a low point, the ***trough***. If the trough is very severe, it may be a depression. In a depression, unemployment soars, prices fall severely, and many businesses fail.

The second phase of a business cycle, ***expansion***, starts when the GDP rebounds after hitting a trough. During the expansion stage, the economy slowly recovers. Income increases, employment rises, and people begin spending money again. This cycle continues until the peak or boom is achieved, and the cycle starts over again.

The business cycle is a useful tool for understanding how economic activity cycles. Although Teaching Aid 56, The Business Cycle, depicts a neat, circular cycle of activity, the cycle could more accurately be reflected in a series of ups and downs, twists and turns — more like a roller coaster — as the economy proceeds through the phases. Economists and government analysts track economic indicators to determine the state of the economy in order to predict ups and downs and apply economic policies to try to smooth out the peaks and troughs.

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# *Case Studies in Economics*

1) After three years of high profits and very high levels of demand for their woodworking and construction services, Steve and Mario were disappointed in the sudden sales drop over the past several months. In the past years, they have given two scholarships to outstanding high school graduates in their community. This year, however, their money will go toward paying off loans. They ordinarily hire four high school students to help in the summer, but there are only two workers needed now.

2) Ethel is a self-employed business woman. She owns a handmade designer line of merchandise. She had trouble selling all the merchandise last year, but current sales are picking up. It seems that all her customers are doing better in their own finances and can better afford her products. She is now able to pay back some loans from the small business bureau. She has hired two seamstresses to prepare the merchandise for Christmas.

3) George and Sylvia have two children, ages six and four. George and Sylvia are both employed full time. In the past six months, they have both received raises. The financial planning firm Sylvia works for has hired two more employees to service their increased customer base. The company's profit has drastically increased.

4) Sara and Joe have been married two years. Since graduating from college a year ago, Joe has been employed with a major hotel chain in the management training program. He has been offered a position as manager of the sales and catering department of a hotel in a nearby city. Although Joe is happy about the offer, his salary will not be as high as he had anticipated. Profits for the hotel chain have been down for eighteen months, and salaries are being held to minimum levels. Several employees have been laid off in other departments, and Joe feels fortunate to have kept his job. He has checked into opportunities with other hotels in the area and finds that the situation is pretty much the same. He and Sara decided to take the offer and make the move. Joe thinks his long-term prospects are good with this hotel chain. However, he and Sara decided to "play it safe" and hold off on some of their immediate financial plans, like purchasing a home and new furnishings.

# Effective Consumer Buying

## Plan purchases.

- Resist impulse purchases.
- Consider needs and wants, keeping in mind your goals and priorities.
- Determine when is the best time to buy.

## Be informed.

- Understand the marketplace; know about the sources of goods and services.
- Make the most of information available to you.
- Recognize selling strategies, and use them to your advantage.

## Make wise shopping decisions — choose wisely!

- Compare products and services, considering prices, quality, performance, guarantee/warranty, return policy, etc.
- Resist pressure.
- Deal with reputable and reliable sources.
- Learn from experiences. Don't make the same mistake twice!

# *Learning Consumer Buying Concepts*

**Resist impulse purchases**

- Have students contrast planned vs. unplanned purchases and cite examples of impulse purchases they have made.
- Have students interview individuals to determine factors that contribute to unplanned or impulse purchases, examples of unplanned purchases individuals later regretted, and suggestions for avoiding impulse purchases.

> Key Question: What potential impact can frequent impulse purchases have on a personal and family spending plan?

**Consider needs and wants.**

- Review the importance of analyzing needs and wants in light of goals and priorities.
- Have students differentiate between needs and wants by citing examples of each.

**Determine when to buy.**

- Have students suggest factors that impact timing, such as availability of money, seasonal needs, seasonal bargains, sales, etc.
- Have students develop a display of advertisements that illustrate cost savings possible by timing purchases to coincide with seasonal supply or sales.

**Understand the marketplace.**

- Have students brainstorm sources of goods and services. Display Teaching Aid 61, *Marketplace Sources*, and have students describe, give examples, and cite advantages and disadvantages of each source.
- Have students shop for three items of their choice from various shopping sources. Suggest that students check out at least three sources, using Teaching Aid 62, *Checking Out the Source*, as a guide. Lead students to compare findings.
- Give special emphasis to electronic shopping. Review marketing strategies discussed in Strategy 1, TEKS 3B, and have students research and share examples of electronic shopping (including advantages, disadvantages, and guidelines for safe, smart shopping online). Much information is available on the Internet, such as "Shop Safely Online" found via the American Express Website at *www.americanexpress.com* under "About the Company," "Shop Safely Online." Students could search the Internet for suggestions to share with classmates.
- Help students develop shopping guidelines into a brochure or information sheet for dissemination.

**Make the most of information available to you**

- Display Teaching Aid 63, *Sources of Information for Wise Shoppers*. Divide the sources among students, and have students bring examples of the various information sources to share with the class.
- Lead students to compile examples into a visual display.

**Recognize selling strategies and use them to your advantage.**

- Have students compare experiences related to sales strategies they have encountered.
- Review Teaching Aids 21-23 for examples of deceptive and fraudulent practices sometimes encountered. Legitimate sales tactics include a trained sales force, as well as incentives such as sales/promotions, rebates, and credit options.
- Have students present skits of situations involving appropriate and inappropriate selling strategies and responses.

**Compare products and services.**

- Have students consult references to develop guidelines for effective comparison shopping. Lead them to edit and publish the guidelines for dissemination.
- Have students work in groups to compare different brands of a canned food product, such as sliced peaches. Ask students to examine and evaluate the contents of each can without knowing the brand or cost. Have students count the number of slices in each can, measure liquid in each, check for quality, note size of slices, etc. Have students develop a chart to record their comparison data. Then reveal the labels and prices, and have students compare cost per serving. Use the demonstrations as a basis for discussing name brands, store brands, and generic products. A similar demonstration could be done for clothing and other items for which brand labels have been removed.

**Resist pressure.**

- Have students cite examples of pressures they feel when shopping and suggest ways to overcome the pressures in order to make wise shopping decisions.
- Have students role play examples of situations where they might experience pressure while shopping; roleplays should include techniques for effectively resisting pressure.

**Deal with reputable and reliable sources.**

- Have students suggest ways to verify the reputation and reliability of various sources of goods and services.
- Have students ask experienced shoppers for advice regarding the selection of reputable and reliable sources. Advice can include examples of bad experiences from which the individuals learned "the hard way," as well as positive experiences.
- Invite a representative from the Better Business Bureau to speak on this topic.

# MARKETPLACE SOURCES

## Retail Stores

Chain

Independent

- Department
- Specialty
- Discount/ Variety
- Superstores
- Factory Outlet
- Warehouse Clubs
- Second-hand

## Non-store Retailers

- Door-to-Door
- Mail Order
- Vending Machine
- Electronic (Internet)
- Home-Shopping Networks
- Telemarketing
- Demonstration Parties in Homes

Consumer Cooperatives

# Checking Out the Source

▲ Write in the type of shopping sources checked (i.e., department store, discount store, Internet).

| | | |
|---|---|---|
| #1 ____________ | #2 ____________ | #3 ____________ |

In the blanks at the left, check services offered by each shopping source you checked.

| #1 | #2 | #3 | |
|---|---|---|---|
| _____ | _____ | _____ | 1. Wide selection of merchandise |
| _____ | _____ | _____ | 2. Different price levels |
| _____ | _____ | _____ | 3. Return privileges |
| _____ | _____ | _____ | 4. Approval privileges |
| _____ | _____ | _____ | 5. Alterations |
| _____ | _____ | _____ | 6. Convenient shopping hours |
| _____ | _____ | _____ | 7. Night shopping |
| _____ | _____ | _____ | 8. Physical plant-attractive and well kept |
| _____ | _____ | _____ | 9. Desirable location |
| _____ | _____ | _____ | 10. Adequate, free parking facilities |
| _____ | _____ | _____ | 11. Self-service |
| _____ | _____ | _____ | 12. Well-trained sales people |
| _____ | _____ | _____ | 13. Sales staff adequate to handle customer load |
| _____ | _____ | _____ | 14. Evidence of customers receiving personal service |
| _____ | _____ | _____ | 15. Personal shopping |
| _____ | _____ | _____ | 16. Decorator or other consulting services (where applicable) |
| _____ | _____ | _____ | 17. Merchandise attractively displayed |
| _____ | _____ | _____ | 18. Prices on merchandise clearly marked |
| _____ | _____ | _____ | 19. Free delivery |
| _____ | _____ | _____ | 20. Mailing facilities |
| _____ | _____ | _____ | 21. Adequate opportunity to inspect merchandise |
| _____ | _____ | _____ | 22. Wide selection of merchandise |
| _____ | _____ | _____ | 23. Insurance on credit contracts or merchandise |
| _____ | _____ | _____ | 24. Check cashing privileges |
| _____ | _____ | _____ | 25. Profit-sharing with customers |
| _____ | _____ | _____ | 26. Installation service (where applicable) |
| _____ | _____ | _____ | 27. Repair service (where applicable) |
| _____ | _____ | _____ | 28. Other customer services offered — list below: |

______________________________________

______________________________________

______________________________________

**TA 62b**
**TEKS 7E**

*Consumer and Family Economics*

**Checking Out the Source, Cont'd.**

Cost of three items chosen for comparison

**Source #1**

Item 1 ____________ Item 2 ____________ Item 3 ____________

**Source #2**

Item 1 ____________ Item 2 ____________ Item 3 ____________

**Source #3**

Item 1 ____________ Item 2 ____________ Item 3 ____________

Comments:

# Sources of Information for Wise Shoppers

- **Advertising** – Through advertising, you can learn about new and existing products, find out what is available, compare prices, and learn where to shop.

- **Labels and hangtags** – Through information provided on the actual product, such as labels and hangtags, you can find information such as content, quality, quantity, trade name, price, performance, and care instructions.

- **Guarantees and warranties** – This information provided with many products and services spells out the promises and obligations of the manufacturer or seller.

- **Salespersons** – Trained salespersons or store representatives can provide valuable information regarding products and services. Some are more helpful and knowledgeable than others. Remember that the salesperson's primary objective is to make the sale.

- **Consumer-oriented publications** – Magazines and books frequently have articles about new products that are available and sometimes compare several products. Publications such as *Consumer Reports* and *Consumers Research Magazine* also report ratings of tested products and services.

- **Media sources** – Television, radio, and newspapers frequently provide information comparing various products and services, and their sources.

- **Government bulletins** – These are frequently free and are available on a large number of products. They may provide hints on what to look for in a product. A good source for government publications is the Consumer Information Center (*www.pueblo.gsa.gov*).

- **Professional associations** – Many professional associations related to specific industries offer information and purchasing guidelines related to products and services within that industry. Information from such organizations is usually available through their Web sites.

- **Internet** – More and more product information can be assessed on the Internet. Be sure, however, to evaluate reliability of information obtained.

# Comparing Goods and Services

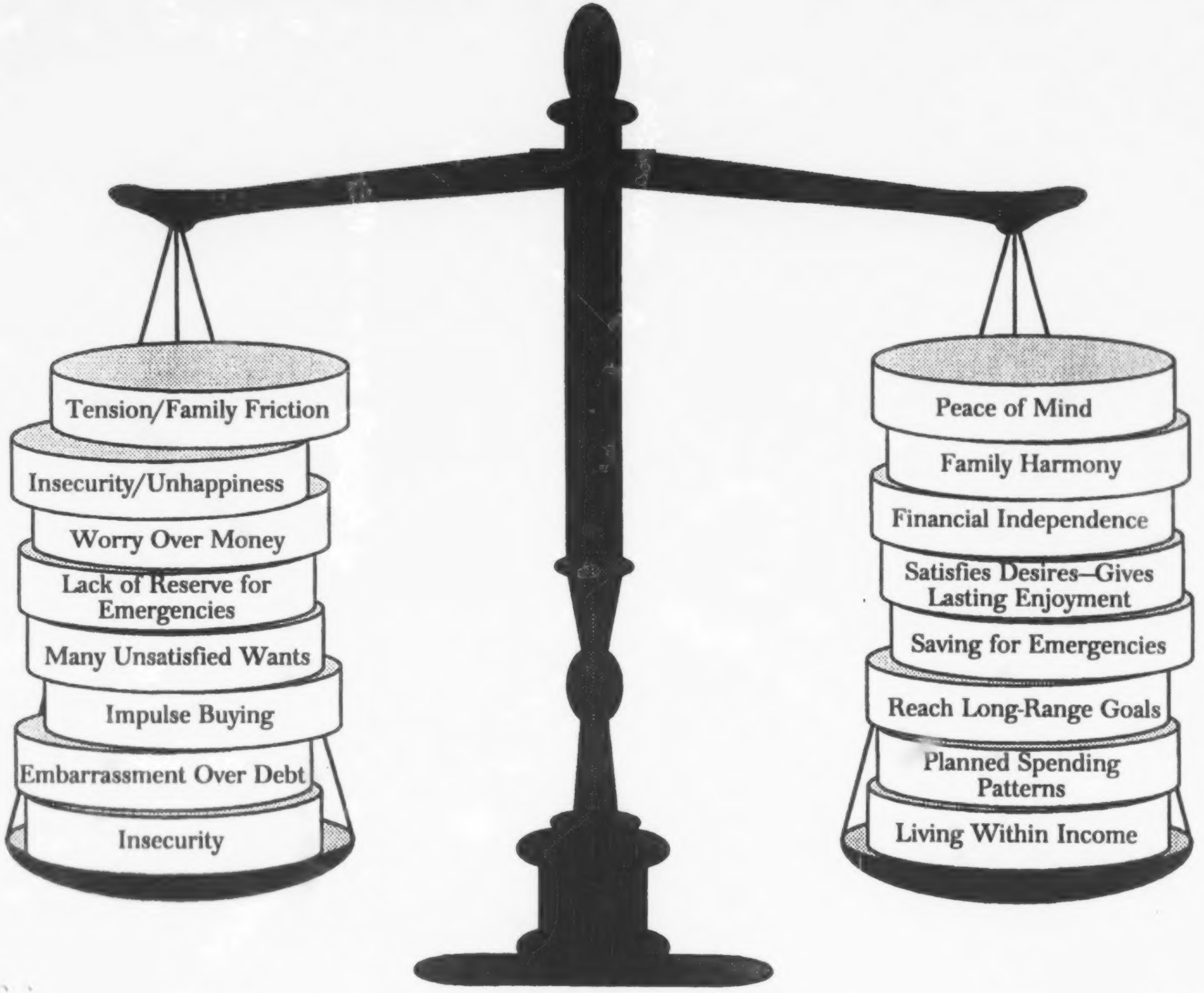
## Goods

1. PRICE — Am I getting my money's worth?
2. QUALITY — Is the product sufficiently durable for uses?
3. FEATURES — Are features high performance? What are the care requirements? Safety requirements?
4. COMPATIBILITY – Is the product in line with your needs?
5. WARRANTIES AND GUARANTEES — Which product has the best and most suitable coverage policies? What are the return policies?
6. COMPLIMENTARY SERVICES — What services are provided by the place of purchase?
7. REPUTATION — Is the manufacturer reliable? Is the seller reliable?

## Services

1. Am I getting my money's worth?
2. What exactly do I need?
3. Who would perform the service most efficiently?
4. Which firm is most reputable?
5. Which firm has the best protection? (Guarantees, bonding contracts, and warranties)

# Weigh the Advantages of Planned Spending


Tension/Family Friction
Insecurity/Unhappiness
Worry Over Money
Lack of Reserve for Emergencies
Many Unsatisfied Wants
Impulse Buying
Embarrassment Over Debt
Insecurity
Peace of Mind
Family Harmony
Financial Independence
Satisfies Desires—Gives Lasting Enjoyment
Saving for Emergencies
Reach Long-Range Goals
Planned Spending Patterns
Living Within Income

*Consumer and Family Economics*

**TA 65**
**TEKS 8A**

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# Classify the Expenses

birthday gift

CDs

colas

contribution to church

credit card payment

electric bill

fine for overdue library book

gasoline

haircut

income tax

inspection sticker for car

lunches

magazine

motorcycle payment

movies

perfume/ cologne

rent

savings

shampoo

trip with FCCLA

video rental

# Types of Financial Institutions

- Commercial Banks
- Savings and Loan Associations
- Mutual Savings Banks
- Credit Unions
- Other institutions offering financial services
    - Investment/Brokerage Companies
    - Insurance Agencies
    - Finance or Loan Companies
    - Financial Supermarkets

# Comparison of Financial Services

| Name and Type of Financial Institution | Services Offered and Costs of Services (if applicable) |
|---|---|
| | |

# Banking Services

Checking Accounts

Home Mortgages

Credit Card Accounts

Personal Loans for Autos, Education, Vacations, and Other Needs

Savings Accounts

Certificates of Deposit

Sale and Redemption of U.S. Savings Bonds and Other Securities

Farm and Business Loans

Money Orders, Cashier's Checks, Certified Checks, and Traveler's Checks

Automatic Bill Paying Plans

Automatic Teller Machines

Retirement Accounts

Safe Deposit Boxes

Trust Investment and Estate Management

Automatic Savings

Overdraft Protection

Financial Counseling

Other . . .

# The Basics of Saving and Investing

1. Why is it important to develop the habit of saving money as early as possible?

2. What types of savings accounts are available?

3. What should be considered in selecting a savings account?

4. What is the difference between savings and investments?

5. What are basic types of investments?

6. What is the relationship between risk and return in investments?

7. What should an individual or family consider in structuring an overall savings and investment plan?

# How Money Grows

The Impact of Time Value of Money at 9% Interest

| Age | Contributions Made Early | Age | Contributions Made Later |
|---|---|---|---|
| 22 | $ 2,000 | 22 | $ 0 |
| 23 | 2,000 | 23 | 0 |
| 24 | 2,000 | 24 | 0 |
| 25 | 2,000 | 25 | 0 |
| 26 | 2,000 | 26 | 0 |
| 27 | 2,000 | 27 | 0 |
| 28 | 2,000 | 28 | 0 |
| 29 | 2,000 | 29 | 0 |
| 30 | 2,000 | 30 | 0 |
| 31 | 0 | 31 | 2,000 |
| 32 | 0 | 32 | 2,000 |
| 33 | 0 | 33 | 2,000 |
| 34 | 0 | 34 | 2,000 |
| 35 | 0 | 35 | 2,000 |
| 36 | 0 | 36 | 2,000 |
| 37 | 0 | 37 | 2,000 |
| 38 | 0 | 38 | 2,000 |
| 39 | 0 | 39 | 2,000 |
| 40 | 0 | 40 | 2,000 |
| 41 | 0 | 41 | 2,000 |
| 42 | 0 | 42 | 2,000 |
| 43 | 0 | 43 | 2,000 |
| 44 | 0 | 44 | 2,000 |
| 45 | 0 | 45 | 2,000 |
| 46 | 0 | 46 | 2,000 |
| 47 | 0 | 47 | 2,000 |
| 48 | 0 | 48 | 2,000 |
| 49 | 0 | 49 | 2,000 |
| 50 | 0 | 50 | 2,000 |
| 51 | 0 | 51 | 2,000 |
| 52 | 0 | 52 | 2,000 |
| 53 | 0 | 53 | 2,000 |
| 54 | 0 | 54 | 2,000 |
| 55 | 0 | 55 | 2,000 |
| 56 | 0 | 56 | 2,000 |
| 57 | 0 | 57 | 2,000 |
| 58 | 0 | 58 | 2,000 |
| 59 | 0 | 59 | 2,000 |
| 60 | 0 | 60 | 2,000 |
| 61 | 0 | 61 | 2,000 |
| 62 | 0 | 62 | 2,000 |
| 63 | 0 | 63 | 2,000 |
| 64 | 0 | 64 | 2,000 |
| 65 | 0 | 65 | 2,000 |
| Amount available at age 65: | **$ 579,471** | | **$ 470,249** |

**Total of $18,000 Invested**

**Total of $70,000 Invested**

Source: *Financial Planning Program Workbook*, National Endowment for Financial Education. Copyright 1992. Used with permission.

# *Savings and Investment Opportunities*

| Type of Investment | Description | Points to Consider (including risk and liquidity) |
|---|---|---|
| **Savings Account**<br>Regular/Passbook Account | | |
| Certificates of Deposit | | |
| **U.S. Treasury Securities**<br>U.S. Savings Bonds: Series EE and HH | | |
| Treasury Bills | | |
| Treasury Notes | | |

*Savings and Investment Opportunities, Cont'd.*

| Type of Investment | Description | Points to Consider (including risk and liquidity) |
|---|---|---|
| **U.S. Treasury Securities. cont'd.**<br>Treasury Bonds | | |
| **Corporate and Municipal Bonds** | | |
| **Stocks** | | |
| **Mutual Funds** | | |
| **Money Market Instruments** | | |
| **Real Estate** | | |

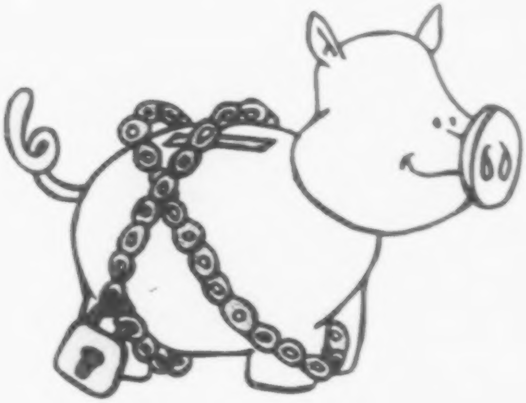
Consumer and Family Economics

TA 72b
TEKS 8C

# Deciding Where to Save

◆ Savings institutions, which have been long available to consumers, include commercial banks, mutual savings banks, savings and loan institutions, and credit unions. When shopping for a place to deposit savings, factors such as the following should be considered:

- **the interest rate paid** — The higher the rate of interest, the faster savings grow.
- **the method used to calculate interest** — For example, is interest calculated on the average daily balance or the lowest balance during the period?
- **how often interest is *compounded* (interest earned is added to the total and new interest calculated)** — The more frequently savings are compounded, the faster they grow.
- **policies and requirements of the institution** — Is there a minimum balance which must be maintained? What charges are assessed for account services?
- ***liquidity*, or ease of converting savings into immediate cash** — Can money be withdrawn at any time? Is there a penalty for withdrawal under certain conditions?
- **safety of the funds** — To protect savings, the account should be insured, preferably by a federal agency, such as the Federal Deposit Insurance Corporation (FDIC).



# Before You Invest

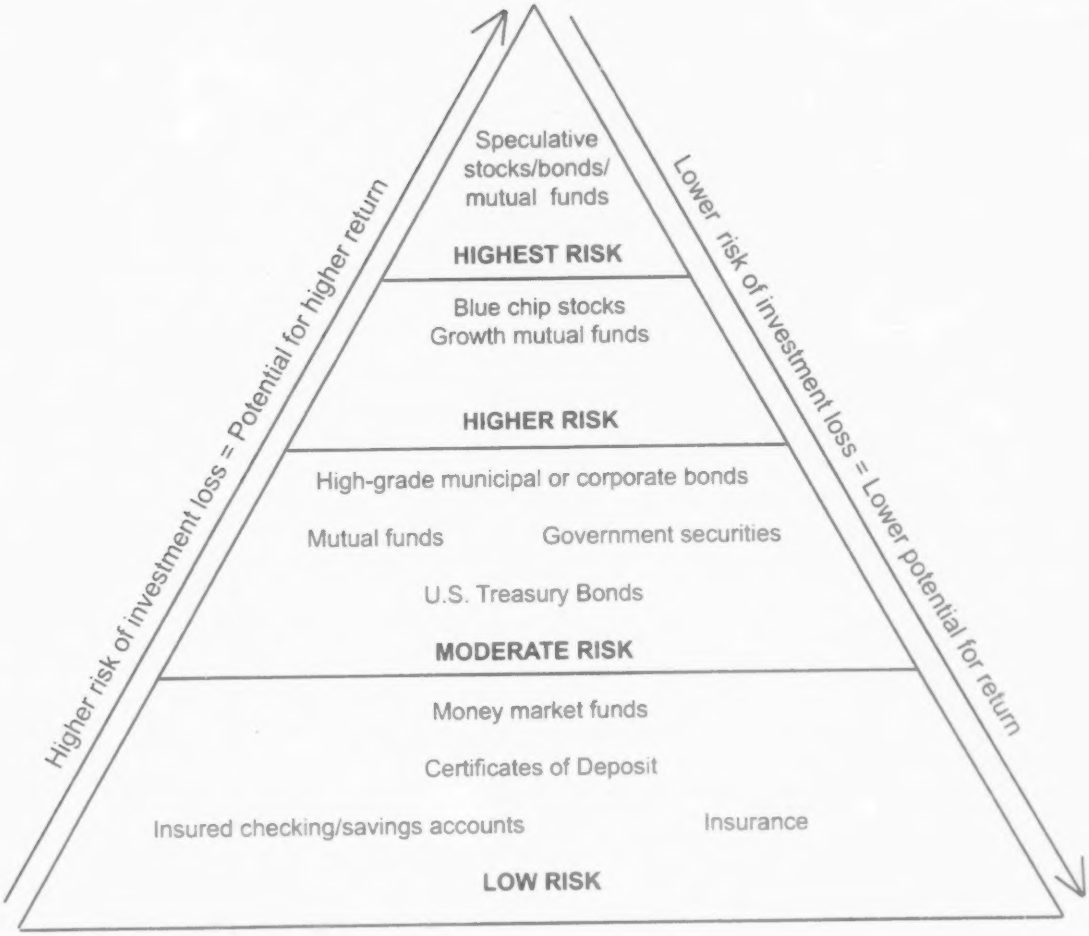
▲ Funds put into business, real estate, stocks, bonds, or some other enterprise for the purpose of making an income or profit are called ***investments***. There are several types of investments you can make, but all investments are not always wise investments for a particular individual. Investment involves risk, and the greater the opportunity for high return, the greater the risk for investment loss. This relationship between risk and return potential is often represented as a pyramid (see Teaching Aid 75, *Risk Pyramid*). Low-risk investments make up the broad foundation of the pyramid; higher-risk investments may be added in smaller amounts toward the top of the pyramid. When choosing an investment, you should take the time to evaluate and research the investment in addition to evaluating your personal financial status and tolerance for risk.

As previously discussed, tracking your net worth will provide insight into individual investment strategies. It is recommended that you place money in investments only after taking basic financial steps such as the following:

- Set a reasonable budget considering your income, and stay within those limits. The only way to grow financially is to take in more money than you spend.
- Start and continue a savings program to build up funds for emergencies, unexpected needs, and unplanned purchases. Additional savings can then be accumulated for investments.
- Have accessible credit, such as credit cards, to use in financial emergencies.
- Have insurance to protect assets and current lifestyle in the event of a disaster or shortcoming.

Some different types of investments include stocks, bonds, mutual funds, money markets, and real estate. It makes sense to invest in a variety of investments from different institutions rather than in only one type, such as all stocks in one corporation. This is called ***diversification***. Knowing about various types of investments can help you determine the best investment route for your financial situation.

# Risk Pyramid


Higher risk of investment loss = Potential for higher return
Lower risk of investment loss = Lower potential for return
Speculative stocks/bonds/ mutual funds
HIGHEST RISK
Blue chip stocks
Growth mutual funds
HIGHER RISK
High-grade municipal or corporate bonds
Mutual funds
Government securities
U.S. Treasury Bonds
MODERATE RISK
Money market funds
Certificates of Deposit
Insured checking/savings accounts
Insurance
LOW RISK

*Consumer and Family Economics*

**TA 76**
**TEKS 8C**

# A Financial Match

**Directions:** Match each case on the left with the savings/investment choice you consider most appropriate.

---

_____ 1. student

_____ 2. retiree

_____ 3. young family

A. Mutual funds in stock market. Taxes deferred and no penalty for withdrawal after age 59.5.

B. Passbook savings at bank. Smaller interest earned but easy access. Could be used away from home by a debit machine.

C. Credit union at place of employment. Systematic savings by payroll deduction, higher interest paid on savings than bank, lower interest loan charges than bank, easy access.

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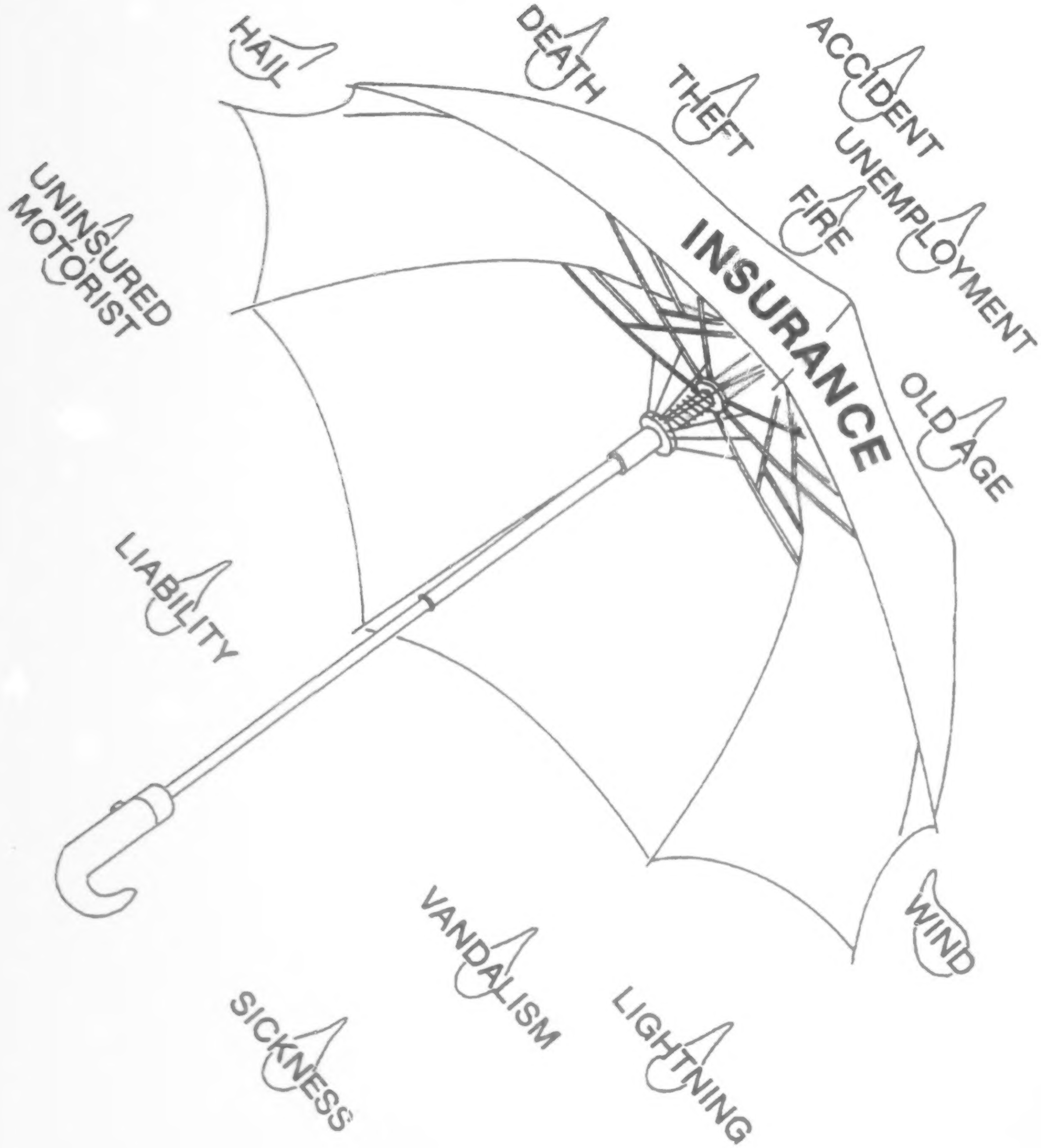
**TA 77**
**TEKS 8D**
*Consumer and Family Economics*

# Why Is Insurance Needed?

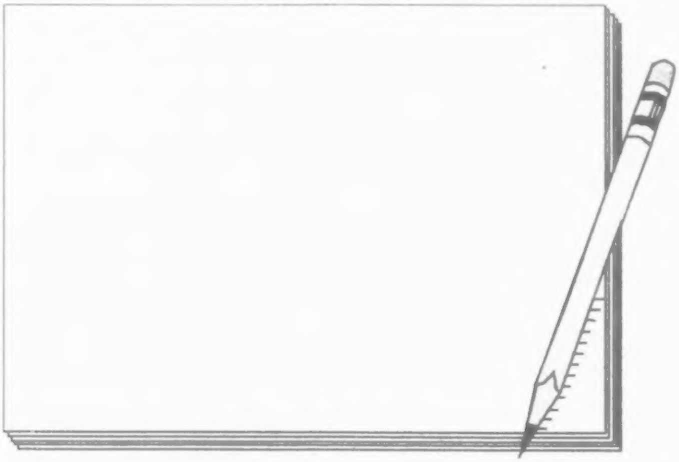

HAIL
DEATH
THEFT
ACCIDENT
UNEMPLOYMENT
FIRE
INSURANCE
UNINSURED MOTORIST
OLD AGE
LIABILITY
WIND
VANDALISM
SICKNESS
LIGHTNING

# Insurance Terms

- Claim
- Collision Insurance
- Comprehensive Auto Insurance
- Deductible
- Disability Insurance
- Homeowner's Policy
- Major Medical Insurance
- Medicaid
- Medicare
- Out-of Pocket Maximum
- Personal Injury Protection
- Policy
- Pre-existing Condition
- Premium
- Renter's Policy
- Rider
- Term Life Insurance
- Uninsured Motorist's Insurance
- Universal Life Insurance
- Variable Life Insurance
- Waiting Period
- Whole Life Insurance
- Worker's Compensation Insurance

# "Jeopardy" Game Instructions

1. Use questions and answers written on 3x5 cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.
2. Divide 3x5 cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points, respectively. Write the point value on the front of the card (along with the answer).
3. Form teams of 3-4 students, and give each team a colored "responder" card.
4. Have each team select a team captain and team scorekeeper.
5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.
6. All team responses must be given in the form of a question. For example, you say, "providing their children proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to physical development of their children?"
7. If the first team to respond gives the correct answer, they receive the point value for that item. If they answer incorrectly, then the point value is subtracted from their score and another team is given the opportunity to answer.
8. The team captain must confer with the team members before responding with a question.
9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.
10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.
11. The team with the highest score is the winner.



# Insurance Scenarios

#1 — Juan is a high school senior who lives with his parents. He has a part-time job and just purchased an automobile — a ten-year-old used pickup in great operating condition.

______________________________________________

#2 — Sabrina is a twenty-one-year-old single young adult. She recently moved to the "big city" to take a job with a bank. Her parents purchased her a new car when she graduated from high school. They recently transferred the title into her name and turned over all related costs to her. Sabrina shares an unfurnished apartment with a roommate. Most of the furnishings belong to Sabrina. She has health insurance provided through her employer, but life insurance is optional.

______________________________________________

#3 — The Lings are a middle-aged couple with three school-aged children. They own their own home. They have three automobiles — fairly new vehicles for Mr. and Mrs. Ling and a used car they just purchased for their sixteen-year-old daughter. Mr. Ling carries health insurance through his employer and a small life-insurance policy. Mrs. Ling is not employed outside the home.

______________________________________________

#4 — Janet is a single mom with two small children. She recently obtained her postsecondary degree and got a job as a consumer credit counselor. The independent agency for which she works pays the health insurance premiums for Janet and her children. Janet lives in a rented, unfurnished duplex and drives a five-year-old car.

______________________________________________

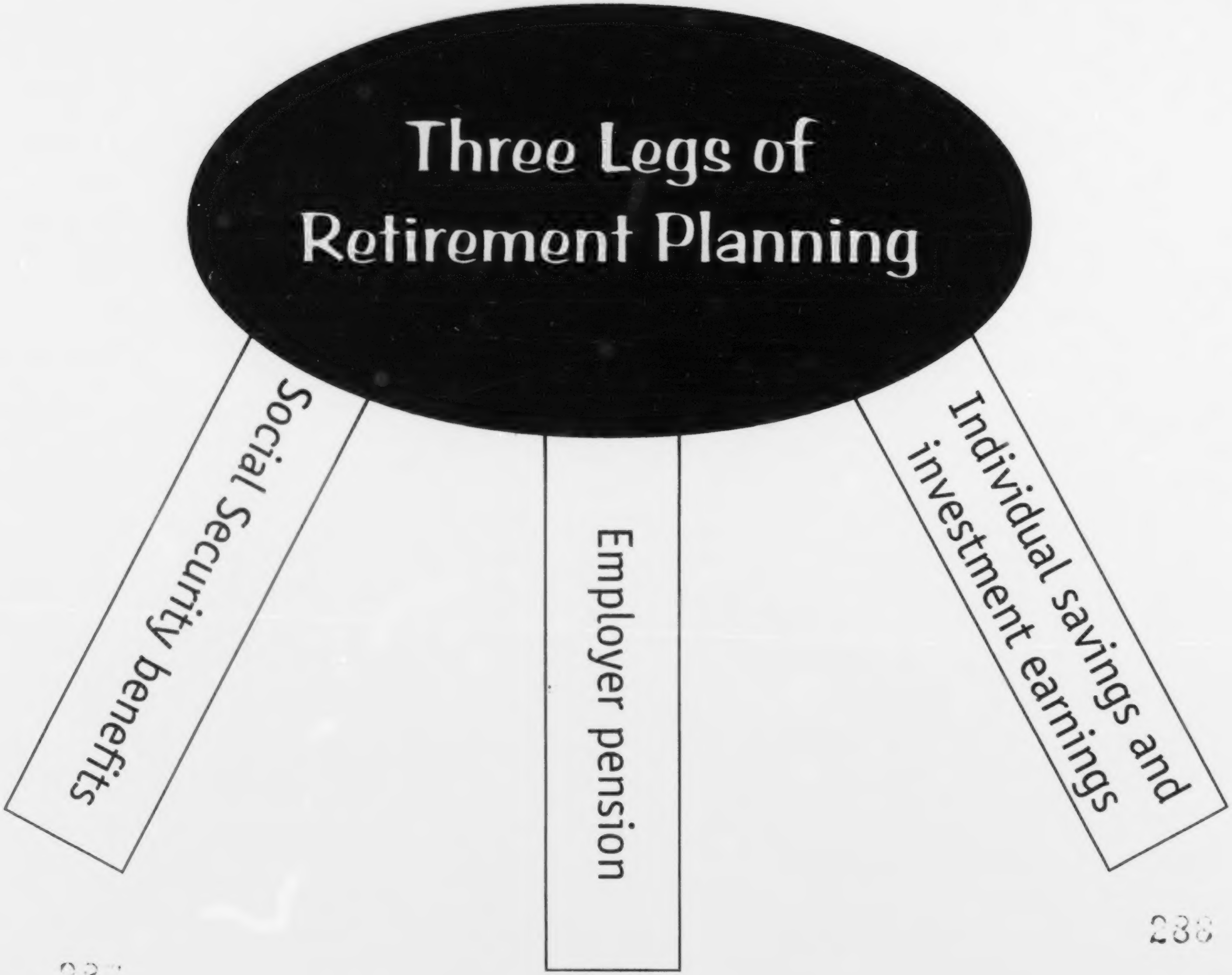
#5 — Joseph and Maria are in their thirties; they do not have children. Maria works in a preschool center. Joseph's company recently closed down, and he is currently seeking employment. When Joseph lost his job, he lost his health insurance. He has a small life-insurance policy that was paid up through his previous employer. Joseph and Maria are buying their home. They just paid off Maria's car. Joseph drives a motorcycle.

______________________________________________

#6 — The Raphael's are grandparents in their late sixties. Mrs. Raphael retired from teaching two years ago. Mr. Raphael plans to retire from his job in hotel management next year. The Raphael's own their home. They have two automobiles that are paid for; they have had one car for five years and the other for nine.

TA 81
TEKS 8E

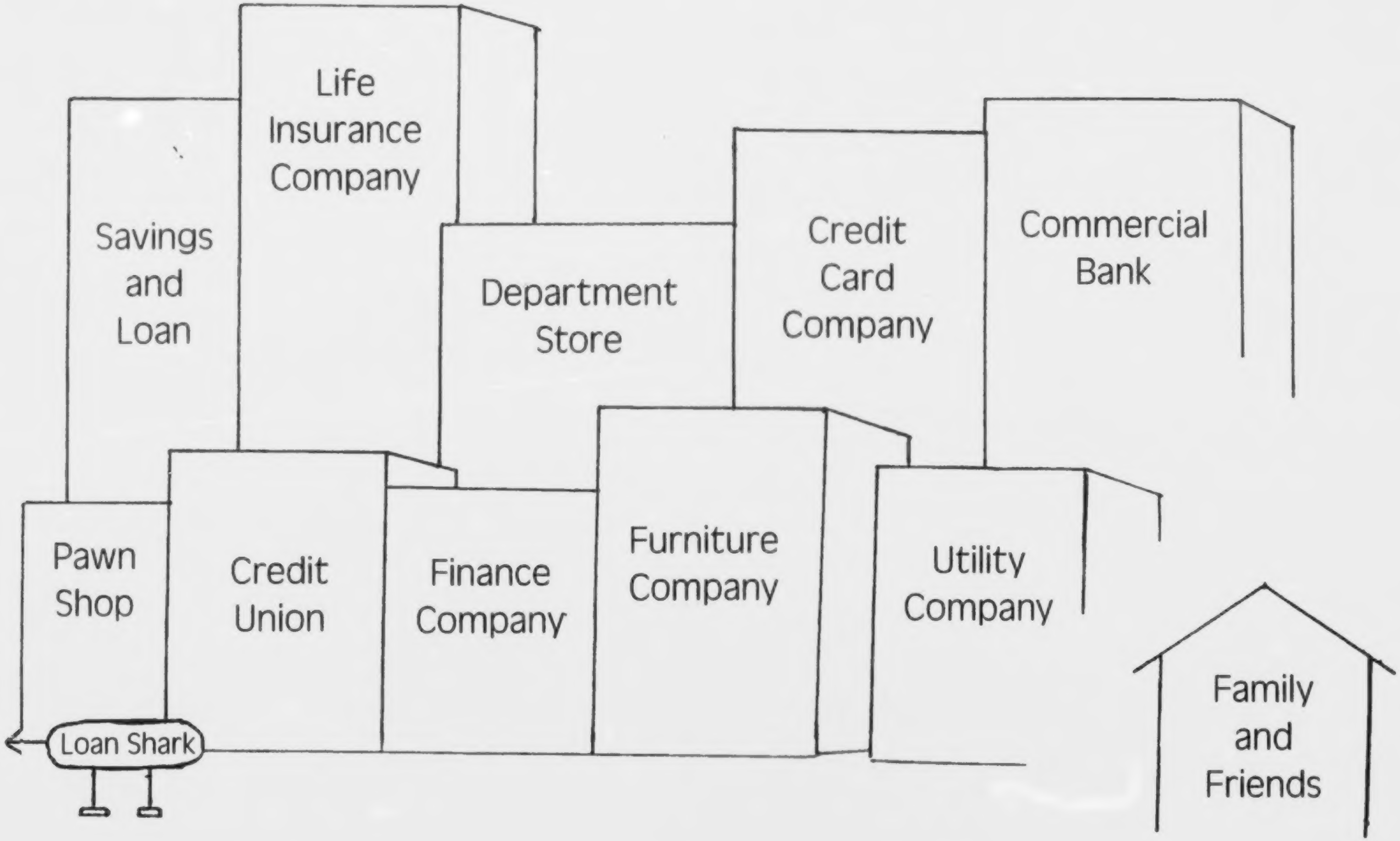
*Consumer and Family Economics*



# Three Legs of Retirement Planning

- Social Security benefits
- Employer pension
- Individual savings and investment earnings

# Sources of Credit


Life Insurance Company
Savings and Loan
Department Store
Credit Card Company
Commercial Bank
Pawn Shop
Credit Union
Finance Company
Furniture Company
Utility Company
Family and Friends
Loan Shark

Consumer and Family Economics

TA 82
TEKS 8F

# *Credit: Open and Closed*

◆ Consumer credit can be closed-end or open-end. ***Closed-end credit*** encompasses one-time loans for a specific time period. ***Open-end credit*** refers to loans available on an ongoing basis within a set credit limit.

## Closed-end Credit

Closed-end credit, or ***installment credit***, is for a specific purpose and a set amount. If you purchase a washing machine on closed-end credit, a credit contract will be executed to cover purchase and repayment terms. If you later decide to purchase a dryer, a new contract would be executed.

Mortgage loans, automobile loans, and installment loans are examples of closed-end credit. When you apply for closed-end credit, a credit contract is executed which spells out specifics of the loan and repayment terms. For example, the contract may include the total purchase amount, amount of any required down payment, total financed amount, finance charges, number of payments, payment amounts, and payment schedule.

Common forms of installment loans are installment sales credit, installment cash credit, and single-payment loans.

- ***Installment sales credit*** is a loan for the purchase of expensive goods or services. To obtain installment sales credit, the consumer usually makes a down payment or trade-in and signs a credit contract to repay the balance. Consumers often purchase high-priced merchandise like automobiles or major appliances through installment sales credit.

- ***Installment cash credit*** is a direct cash loan which is repaid with interest in monthly installments over a specified period. Consumers use installment cash credit to finance such personal expenses as vacations or home improvements.

- ***A single-payment loan*** is a loan which is repaid at a given time in a single lump-sum amount, which includes finance charges. A single-payment loan might be used to purchase a single item or meet a specific financial need.

## Open-end Credit

Open-end credit, or ***revolving credit***, allows repeated loans up to a set maximum amount. As long as the total unpaid balance is below the maximum, additional purchases can be charged without having to reapply. If you purchase a washing machine on revolving credit and later want to purchase a dryer, the dryer purchase could be added to the same revolving credit account as long as the total unpaid balance does not exceed the maximum allowed. Regular charge accounts and revolving charge accounts are examples of open-end credit.

- ***Regular charge accounts*** allow consumers to purchase goods and services on credit and pay in full within the specified time, usually twenty-five to thirty days after billing. Monthly statements are sent, and no finance charge is assessed if the bill is paid on time. Utility bills and some store charge accounts are examples of regular charge accounts.

- ***Revolving charge accounts*** give consumers the choice of paying in full or paying at least a specified minimum portion of the unpaid balance each month. If payment is made in full on time, there is no finance charge. If a balance is carried over, a finance charge applies to the unpaid balance. The most common revolving charge accounts are credit cards issued by department stores, national retailers or petroleum companies, and banks.

# Cost of Credit

▲ Credit is a service which must be paid for. If you borrow five dollars from a friend to pay for lunch, it is likely that the amount repaid will be five dollars. However, when credit is extended in the marketplace, the amount you repay will include the initial amount borrowed plus the ***finance charge***, which is the total amount the consumer pays for using credit. Finance charges include interest rates and other applicable costs, such as service charges or credit-related fees.

Credit costs money to consumers because it costs creditors to loan money. Creditors have to pay for the goods and services they sell. When they let consumers purchase on credit, they either have to borrow money themselves and pay interest, or they must use money on hand which could otherwise have been invested to earn money. Credit accounts cost money to set up and service; costs of administering credit include such expenses as employees, facilities and supplies, equipment, and communications. In addition, creditors take risks in extending credit. Not every person who borrows money is willing and able to repay it. Creditors spend a lot of money collecting past due accounts, and some money is never collected. Collection costs and credit losses not only increase the immediate cost to creditors but ultimately increase the cost for all credit consumers.

Finance charges paid by consumers will vary. Under the ***Truth in Lending Law***, creditors are required to inform consumers in writing of the finance charge and the annual percentage rate on all credit purchases. The ***annual percentage rate***, or ***APR***, is the cost of credit expressed as a yearly rate. To make it easier for consumers to understand and compare interest rates, lenders are required to report interest in terms of this standard APR.

Total finance charges paid will depend upon the amount financed, the annual percentage rate, and the length of the repayment period.

- **Amount financed.** Total interest charges are proportional to the amount financed. The greater the amount financed, the more interest charges will total. For example, for twelve monthly payments over a one-year period at an APR of 12.5%, compare total interest charges on the following amounts:

| | |
|---|---|
| $500 | $34.50 |
| $1000 | $68.99 |
| $3000 | $206.98 |

- **Annual percentage rate.** As the annual percentage rate goes up, the total finance charge increases. For example, for twelve monthly payments over a one-year period, compare interest charges on $3000 with varying APR:

| | |
|---|---|
| 10% | $164.97 |
| 12.5% | $206.98 |
| 15% | $249.30 |

- **Length of the repayment period.** The longer the repayment period, the higher the finance charges. For example, compare interest charges when $3000 is financed at 12.5% over varying time periods:

| | |
|---|---|
| 1 year (12 monthly payments) | $206.98 |
| 3 years (36 monthly payments) | $612.99 |
| 5 years (60 monthly payments) | $1,049.63 |

***Cost of Credit, Cont'd.***

Because each of the preceding factors helps determine the total cost of credit, you can impact the total finance charge by varying one or more factors. For example, if you can make a down payment of $250 on a $1,000 purchase, the total amount financed would be $750 — a 25% reduction in the amount on which interest will be charged. By shopping around to find a better annual percentage rate of interest, you can cut credit costs. If you can make a larger monthly payment and reduce the length of the loan, for example, from five years to three, the total finance charge will be substantially reduced.

In order to use credit to your advantage, and avoid the pitfalls associated with disadvantages, it is important to understand the costs associated with credit. As a wise credit shopper, you can then compare finance charges to find the best deal. Knowing the costs up front will help determine whether a credit buy is affordable, or whether it might be better to postpone the purchase or save up to pay cash. If you decide to use credit, there will be no surprises when you receive the bill for payment.

# Clarifying the Cost of Credit

1. What costs do creditors have to pay in order to offer credit to consumers?

2. Under the Truth in Lending Law, what information must creditors provide to consumers?

3. What is the APR?

4. What three factors impact the total finance charges paid when a consumer uses credit?

5. How can knowing the factors that impact finance charges help you impact the total finance charge?

6. Why is it important to understand the costs of credit before using credit?

# Comparing Sources and Costs of Credit

Description of item ______________________________

Cost: ______________ Length of repayment item: ________________

| | Source #1<br>____________________ | Source #2<br>____________________ | Source #3<br>____________________ |
|---|---|---|---|
| Down-payment amount | | | |
| Total amount financed | | | |
| Annual Percentage Rate | | | |
| Monthly payment amounts | | | |
| Total interest charges | | | |
| Additional comments related to the comparison | | | |

# Credit Cost Comparison

▲ A revolving charge account enables a customer to charge up to a stated limit. The customer pays a certain amount on his account each month. Interest is charged on the unpaid balance. Although most businesses charge a similar monthly rate, the actual credit will vary depending on how the customer's monthly balance is determined. Three common methods are to use the previous balance before any payments have been deducted, the adjusted balance after deducting payments, or the average daily balance on the account. Actual charges for these three methods are compared below.

| | **Previous Balance** | **Adjusted Balance** | **Average Daily Balance** |
|---|---|---|---|
| Beginning Balance | $300 | $300 | $300 |
| Payments | $100 | $100 | $100 |
| Closing Balance | $200 | $200 | $200 |
| Monthly Rate | 1.5% | 1.5% | 1.5% |
| Actual Credit Charge | $4.50<br>(.015 x $300) | $3.00<br>(.015 x $200) | $3.75<br>(.015 x $250) |

*Assuming that payment was made in the middle of the month, the average daily balance would be $250.

# Control Credit!

▲ Credit is a financial tool that can be an opportunity or an albatross for you and your family. Managed wisely, credit can open doors and increase your financial flexibility. Irresponsible use of credit not only closes financial doors, but can lead to serious consequences which negatively impact many aspects of individual and family life.

Whether you are borrowing lunch money from friends, beginning to use credit cards, or obtaining a loan for an automobile, you are on the threshold of becoming a major consumer of credit.

Credit is widely available, and you will have many occasions to consider its use. It is important for you to understand the advantages that credit can offer when it is used wisely. It is especially important to recognize the disadvantages of using credit and to know the pitfalls of misusing credit.

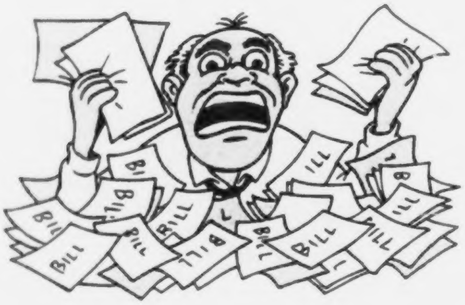
TAKE CONTROL OF CREDIT — DON'T LET IT CONTROL YOU!

# Advantages of Using Credit

- ✔ permits immediate consumption
- ✔ enables purchase of items not otherwise affordable
- ✔ helps with emergencies
- ✔ allows consumers to take advantage of sales or special promotions
- ✔ helpful when making travel reservations
- ✔ facilitates ordering by mail or Internet
- ✔ may be used to finance education
- ✔ offers convenience

# DISADVANTAGES OF USING CREDIT

- ✗ Reduces financial flexibility in personal money management
- ✗ Ties up future income
- ✗ Can promote overspending
- ✗ Fuels the temptation to overspend
- ✗ Is costly
- ✗ If improperly used, can lead to serious problems, including repossession of property or bankruptcy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# *How Can You Establish Credit?*

1. Get a job. Show that you can earn money and manage some income.

2. Open a checking account and manage it carefully. Be sure to avoid overdrafts.

3. Open a savings account and make regular deposits.

4. Apply for a small credit account at a local retail store at which you shop. (You might begin with a layaway purchase.) Use the account to make small purchases for which you usually pay cash. Repay in full and promptly.

5. Apply for a gasoline credit card. Use it occasionally. Repay in full and promptly.

6. As you prove you can manage credit, you will become eligible for larger and varied types of credit. Develop the habit of using credit sparingly, always considering up front whether you can repay promptly.

Demonstrate your willingness and ability to repay!

# The Three "Cs" of Credit

***Character*** refers to a person's reputation for honesty and reliability as demonstrated through stable credit history. A credit application will ask for credit references to learn where credit has previously been granted. Length of time at a job or a residence are indicators of stability. Through a credit investigation, the creditor can learn information such as how much credit has previously been extended and whether the applicant pays bills on time.

***Capacity*** refers to earning power or regular income available to repay debts. The ***debt-to-income ratio***, which is the total monthly debt payment divided by net take-home pay, is an indicator of an individual's capacity to repay new debts. Questions on the credit application related to occupation, income, length of employment, and other debts which may reduce monthly income help the creditor evaluate the applicant's capacity to repay the debt.

***Capital*** refers to financial worth, including savings and property. The creditor is looking for evidence that the applicant possesses things of value and is thus more likely to be able to repay the debt. Information on the credit application related to savings accounts, other investments, or home ownership are indicators of capital.

# Responsibilities of Credit Users and Creditors

**Responsibilities of Credit Users:**

- Do not borrow unless it is necessary and will enable you to make money.
- Think of your overall financial state and your ability to repay before signing a credit agreement.
- Shop for the lowest annual percentage rate.
- Compare the cost of interest to other things you could do with the money.
- Do not let easy credit cause you to buy things you would not otherwise consider buying.
- Borrow the smallest amount needed, not the most the lender or dealer will loan.
- Know what you are doing and signing. Read carefully any contract that must be signed and be sure you understand it.
- Be aware of the promises you make in signing any credit agreement.
- Pay on time according to the terms of the contract.
- Let the creditor know if, for any reason, you cannot meet the payment.
- Pay the late charge written in the contract for late payments.
- Accept the penalty outlined in the contract for failure to fulfill the promise.

---

**Responsibilities of the Creditor:**

- Look into the customer's ability and willingness to repay before giving credit.
- State credit terms clearly and correctly to follow laws controlling the giving of credit.
- Write in all credit terms before the contract is signed.
- Give the credit customer a copy of the contract.
- Take early payment, and return the part of interest charges that apply to the early payment and time paid early.
- Pass on to the customer any money over the amount owed on any item after repossession and sale of property or collateral.

# *Where Is It?*

## *(Skit)*

▲ Everyone at the Jones house is in a dither. Ralph Jones cannot find the W-2 form which was sent to him a few weeks ago. He must have this form before he can fill out the income tax form. Jimmy is dumping everything out of the wastebaskets in an unsuccessful attempt to find the missing form.

**Mr. Jones:** "I know I left it on the top of the desk." *(Mr. Jones is shuffling papers on his desk.)*

**Mrs. Jones:** "Why don't you check in the drawers?" *(Mrs. Jones begins to go through papers on top of the coffee table.)* "Lynn! Will you come help us look for your father's W-2 form?"

**Lynn:** *(Lynn walks into the room.)* "What does it look like?"

**Mrs. Jones:** "It's a small white envelope."

**Mr. Jones:** *(Mr. Jones finds an envelope and looks inside.)* "Well, I've found last October's bank statement. I wonder what it was doing there!"

**Jimmy:** *(Jimmy holds up a white envelope.)* "Is this it?"

**Mr. Jones:** *(Mr. Jones walks over to Jimmy and takes the envelope from his hand.)* "Let me see. No, that's not it, but it is the car insurance policy. It really should be kept in a safe place."

**Mrs. Jones:** *(Mrs. Jones holds up a small white card.)* "And here is your Social Security card being used as a bookmark, Ralph. I wonder how we ever got things scattered all over the house?"

# Important Family Records

## ⇨ Legal Evidences of Ownership

- Certificates of Deposit
- Stocks and bonds
- Deeds
- Property Titles
- Abstracts

## ⇨ Legal Evidence of Debt and Its Cancellation

- Notes
- Receipts for payment of debts
- Finance contracts

## ⇨ Income and Expense Records

- Pay records
- Cancelled checks and other receipts
- Banking statements

## ⇨ Income Tax Records

- Income tax returns
- All tax forms (such as W-2s and 1099s)
- Supporting documentation

## ⇨ Insurance Records

- All insurance policies
- Record of premium payments
- Record of claims
- Video listing of insured property

## ⇨ Other Records of Family Members

- Birth certificates
- Marriage certificates
- Divorce and support papers
- Immunization records
- Immigration/naturalization papers
- Diplomas
- Social Security cards
- Wills
- Licenses
- Vehicle titles

# Methods of Organizing and Implementing a Budget

◆ For your budget to be effective, you must stay within its limits. You therefore need some system to control spending, track your spending, and compare spending to budget estimates. Following are examples of different methods that can be used. Many people use a combination of more than one method.

**Checkbook method.** A checking account can be used for record keeping. Payments for expenses are made by check, and the checkbook stubs or entries record the date and type of expenditure. You can thus see exactly what expenditures you have made and compare them to budget estimates.

**Savings account plus checkbook.** Some families use a savings account for reserves and set-aside money for such things as taxes and other expected large expenses during the year. They use a checking account for monthly and weekly needs. A second savings account (i.e., a Certificate of Deposit) can be used for long-term savings; this helps keep funds straight and allows long-term savings to earn interest.

**Envelope system.** Some people shy away from figures and find the envelope method the simplest way to live within their plan. The envelope method is more beneficial with smaller incomes (or for students on an allowance). Money to be spent within the time period is divided and placed in different envelopes labeled with a budget category. A slip of paper is placed in the envelope, and any money put in or taken out is written down on the slip. The slips can be totaled at the end of the budget period and compared with budget estimates.

**Combination system.** To avoid having too much cash at home, a combination of the checking account, savings account, and envelope system can be used. Money allocated for fixed expenses is placed in the checking account, money allocated for savings is placed in the savings account, and money for daily expenses is kept in envelopes designated for the specific expenses.

**Ledger sheets.** You can purchase ledger sheets, with pages already ruled and divided into columns, wherever office supplies are sold. Record each expense on the ledger sheet under the appropriate expense column.

**Computer software programs.** Software programs are available for compiling expenditures and presenting a budget overview by category.

**Calendar method.** Each payday is circled on a twelve-month calendar. Expected income and expenditures for each pay period are recorded. All required bill and due dates must be considered. Fixed expenses are listed first, then flexible and emergency costs that may occur. From this, a spending plan chart can be developed. With this method, an individual can plan to use cash, credit, or checking accounts for payments. Expenditures are recorded on the calendar or chart as they are made.

# Budget Percentage Guidelines

| Percent of Income | Expenses |
|---|---|
| 15 - 20% | Debt Payments (includes car, loan, and credit card payments) |
| 25% | Housing (includes mortgage or rent, taxes, insurance, and utilities) |
| 15 - 20% | Food (includes eating out) |
| 10% | Clothing |
| 5 - 10% | Transportation (includes gas, insurance, and repair) |
| 10% | Savings |
| 10% | Miscellaneous (includes entertainment, medical insurance and expenses, education costs, personal grooming supplies, recreation, and charitable contributions) |

**TA 98**
**TEKS 8J**

*Consumer and Family Economics*

# What Professional Can Help?

**Directions:** Match each professional listed on the left with the situation on the right where the professional might help provide needed financial planning services.

_____ 1. accountant

_____ 2. estate planner

_____ 3. credit/debt counselor

_____ 4. financial planner

_____ 5. insurance agent

_____ 6. investment advisor

_____ 7. stock broker

A. you want help in setting up an overall financial plan

B. you are in debt trouble and need help figuring out how to work your way out

C. you want advice regarding investments, including securities-based investments

D. you want to purchase securities (i.e., stocks, bonds, mutual funds)

E. you want to put together a plan to manage your assets at the time of your death

F. you want to purchase insurance to protect yourself and your family, and you need help determining your needs

G. you need advice on tax matters and help preparing your tax returns

# Matching Personal Characteristics with Careers

**Directions:** Complete the chart below to compare how your personal characteristics match three identified careers. Write the titles of the three careers in the spaces provided in the top column. Then across from each qualification listed in the left column, put one check mark to indicate which career is the best match in this category. Use space to make any notes that help you decide which column to check.

| | Career #1 | Career #2 | Career #3 |
|---|---|---|---|
| Interests | | | |
| Abilities | | | |
| Education and Training | | | |
| Personal Traits | | | |
| Work Experience | | | |
| Physical Capacity | | | |
| Leisure Time Activities | | | |
| Goals | | | |

# I Want a Worker

I want a worker . . .

- who likes his job.
- who knows her job.
- who keeps physically fit.
- who wants to do a day's work for a day's pay.
- who wants to get ahead.
- who is always on the job unless excused.
- who is cheerful, not sullen.
- who works safely with due consideration for himself and his fellow workers.
- who gets a bang out of a job well done.
- who tries to avoid waste and cut costs.
- who looks for a better way to do the job.
- who tells the truth; who is sincere.
- who gripes little and looks forward.
- who keeps a spirit of teamwork.
- who ask questions when help is needed.
- who is willing to face personal problems squarely.
- who tries to put himself or herself in my place now and then.
- who feels that the job is a privilege – not a right.

Reprinted by permission from W. Price, Texas Restaurant Association. From National Restaurant Association. *Profitable Food Management Through Good Supervision.* No. 3, Chicago, Illinois. pp.35-36.

# Grooming and Personal Appearance

◆ The following guidelines are beneficial in the development of a positive and pleasing appearance.

- Stay aware of fashion trends and choose clothing that is fashionable, not trendy.
- Select clothing that fits properly.
- Have hair cut or trimmed on a regular basis in an appropriate style.
- If female, apply moderate amounts of makeup to a clean face.
- If male, shave and/or neatly trim beard or mustache.
- Choose sensible clothing that is appropriate for the employment situation.
- Keep hands cleaned and nails well manicured.
- Take a bath or shower daily, and use a reliable deodorant.
- Maintain proper posture when sitting, standing, and walking.
- Wash hair as needed to maintain cleanliness, and style hair daily.
- Keep clothing clean, neat, and pressed (if needed).
- Make needed repairs to clothing on a regular basis.
- Select sensible shoes that are clean and in good repair.
- Make a habit of smiling.

**TA 102a**
**TEKS 9F**

*Consumer and Family Economics*

# Checklist for Financial and Business Management Skills

⇨ Check the items in which you feel confident and competent.

_____ 1. Can explain the law of supply and demand

_____ 2. Understand the free enterprise system

_____ 3. Know the phases of the business cycle

_____ 4. Know the responsibilities of businesses in the United States

_____ 5. Know the rights of businesses in the United States

_____ 6. Know the meaning of CPI and how it is calculated

_____ 7. Understand what is meant by "raising one's standard of living"

_____ 8. Can explain downsizing

_____ 9. Know the impact of federal, state, and local budget changes

_____ 10. Can design spending plan

_____ 11. Can name fixed and flexible expenses

_____ 12. Use goal setting to achieve needs and wants

_____ 13. Use the decision-making process in financial situations

_____ 14. Know how to check my credit rating

_____ 15. Recognize impulse buying

_____ 16. Have a savings plan

_____ 17. Recognize obstacles to good money management

_____ 18. Pay bills on time to avoid penalty charges

_____ 19. Change spending plan as need warrants

## Checklist for Financial and Business Management Skills, Cont'd.

_____ 20. Organize and store financial records

_____ 21. Can use an ATM machine

_____ 22. Know at least three ways to save money

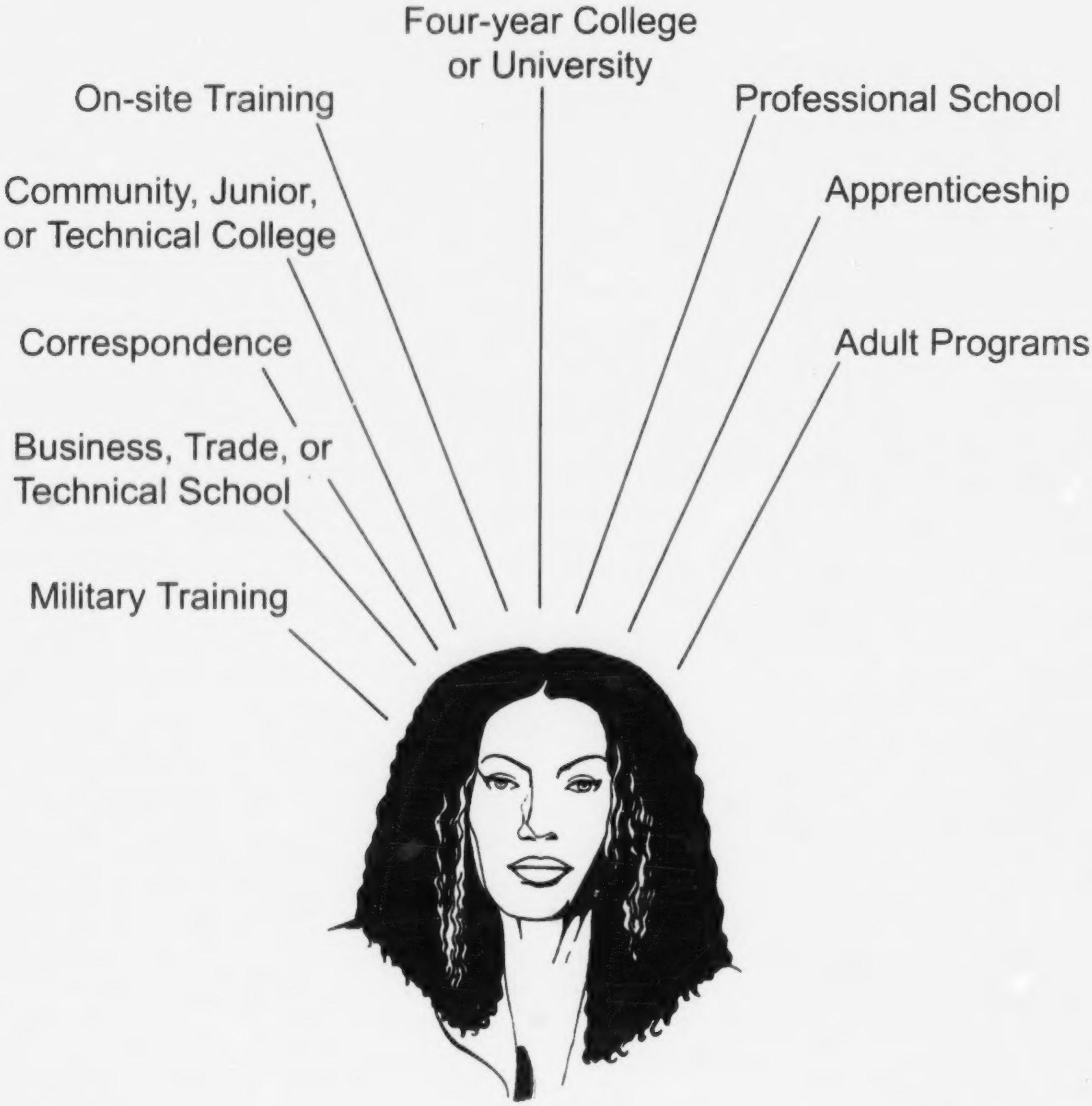
_____ 23. Can reconcile a checking account

_____ 24. Know advantages of paying by check

_____ 25. Know how to recover from a "bad-credit" rating

Bonus: Add your own statements of competency related to financial and business management skills.

# Continuing Education Opportunities


Four-year College or University
On-site Training
Professional School
Community, Junior, or Technical College
Apprenticeship
Correspondence
Adult Programs
Business, Trade, or Technical School
Military Training

# Consumer and Resource Management Career Examples

**Entry** (High School Diploma)
- Consumer Aide
- Consumer Assistant Technician
- Consumer Reporter
- Customer Complaint Clerk
- Customer Service Representative
- Personal Shopper
- Product Demonstrator
- Residential Energy Officer
- Resources and Referral Specialist

**Technical** (Postsecondary Education)
- Commercial Energy Auditor
- Consumer Consultant
- Consumer Newswriter
- Consumer Products Tester
- Credit Counselor
- Family and Consumer Counselor
- Family Debt Counselor
- Financial Services Sales Representative
- Household Manager
- Para Planner
- Product Representative
- Public Relations Representative

**Professional** (College/University Graduate)
- Budget Analyst
- Consumer Advocate/Arbitrator
- Consumer Affairs Director
- Consumer Education Director
- Consumer Information Specialist
- Consumer Newscaster/Editor
- Energy Efficiency Specialist
- Family and Consumer Sciences Educator
- Family and Consumer Sciences Extension Agent
- Financial Planner
- Product Research/Development
- Purchaser/Buyer

**TA 105**
**TEKS 10C**

*Consumer and Family Economics*

# Managing Multiple Roles

**Directions:** Individuals play many roles in their lives. Look at the sample roles listed below, and place a ✔ in the blanks beside those roles that you play at the present time.

__________ son/daughter
__________ friend
__________ club/organization member
__________ parent
__________ volunteer
__________ brother/sister
__________ niece/nephew
__________ grandmother/grandfather
__________ stepmother/stepfather
__________ neighbor
__________ caregiver (elder or other family member)

__________ student
__________ employee
__________ husband/wife
__________ boyfriend/girlfriend
__________ athletic team member
__________ granddaughter/grandson
__________ cook
__________ citizen
__________ boss/employer
__________ others:

1. Which of these roles do you consider to be your most important role?

2. Which roles will you probably retain throughout your life?

3. Which roles will you have in the future that you do not have now?

4. Is it ever difficult to handle various roles at the same time? How?

5. What are some strategies that you use to help you manage many different roles?

# GOALS

*Goals* — the aims you are trying to reach or the things you want to achieve

*Long-term goals* — goals that may take months, a year, or many years to reach

*Short-term goals* — goals that may be met in a few hours, days, weeks, or months

*Challenging goals* — goals that require ambition and effort

*Realistic goals* — goals that can be reached

# Kara and Rick

◆ Kara took a Career Connections course, where she did a lot of in-depth career exploration. She has taken formal personal interest inventories and aptitude assessments. She narrowed her career choice to the field of consumer and resource management, so she signed up for the Consumer and Family Economics course. After visiting with the school counselor, several professionals, and a local university recruiter, she has set a specific career goal to become a financial planner. Below are the long and short-term career goals she wrote on her personal career plan. Although she knows she may need to adjust the steps and timing along the way, she likes having concrete goals from which to work.

| **Long-term Goals** | **Short-term Goals** |
|---|---|
| 1. Get a college degree in financial planning | 1a Take courses in consumer economics and business management in high school<br>1b Make good grades in order to qualify for a college scholarship<br>1c Save money to help pay for college |
| 2. Get a good job with a large financial planning company | 2a Make good grades in college<br>2b Participate in student professional organizations to get related experience, make contacts in the financial planning field, and build a strong resumé<br>2c Work at a part-time job in a field related to financial planning (to get additional experience and build a strong resume´) |
| 3. Become a Certified Financial Planner and run my own financial planning business | 3a Work for five years in a reputable financial planning organization<br>3b Make a good salary, and save some money<br>3c Obtain CFP certification<br>3d Make business plans for starting my own business |

Kara and Rick, Cont'd.

◆ Rick has explored career opportunities in a few classes, but he has not taken formal assessments, and he does not really know what career he wants to pursue in the future. He discovered some interesting career options in his Consumer and Family Economics course, so for now he thinks he might like something in the general field. His parents and teachers have told him that college will really expand his career options and income ability, and he thinks he would like to get a degree. But he is not really ready to take that step when he graduates next spring. Rick knows that his goals are not very specific, but they do give him a plan for specific steps to take while he is narrowing down his career choices. His short-term goals will keep him going in the overall direction of eventually having a good job in a career he likes.

| **Long-term Goals** | **Short-term Goals** |
|---|---|
| 1. Graduate from high school with a high enough GPA to get into a community college or wherever he decides | 1a Work especially hard to get good grades my senior year (made a few Cs and one D earlier)<br>1b Study for and make a high score on the SAT<br>1c Excel in basketball so a college sports scholarship might be an option |
| 2. Work for a year to save money, while deciding on the next career step | 2a Find an interesting job, maybe in a bank, insurance company, or other business related to consumer and resource management<br>2b Develop and implement a savings plan to have money to go away to school |
| 3. After a year, begin some form of continuing education — probably at a community or junior college (Get the education and training required to get a good job in whatever career field I end up selecting) | 3a Surf the Internet, talk to friends, and visit with the school counselor about places I might like to go to school<br>3b Contact colleges and request information about degree programs, admission requirements, and possible scholarships. Make a file of "possibilities" and begin to narrow them down.<br>3c By spring of 20___, apply to targeted educational institutions with plans to enter in the fall |

TA 108

*Consumer and*
*Family Economics*

# Home Business Center

◆ Maintaining family records is important for good planning. If records are lost or cannot be found when needed, planning becomes very difficult. So begin to devise a plan for keeping family records.

A handy place to keep the records is essential. A desk or table and a straight chair may be used. The desk may be a regular desk, a piece of furniture made into a desk, a table, or an old door on building tiles. You may decide to keep records in a box provided for this purpose. This center should be known in the family as the business center.

Try to place the business center where there is good light for working both day and night. It should include a place for pencils, pens, paper clips, rubber bands, address books, or other small equipment. The business center should provide a place to file the family's spending plan, expense record, receipts, canceled checks, and income tax records.

If the family has a computer, many financial software programs are available to help manage family finances. Computer disks should be carefully labeled and stored in the business center. Having a handy place to plan, to keep records, to write letters, and to keep important papers saves time and worry. A family business center helps individuals and family members manage their many roles and have a happier life.

## Some Do-It-Yourself Ideas for a Business Center

⇨ **Homemade files**. Use a heavy cardboard box. You many want to cover it with paper or cloth. Make dividers by cutting extra cardboard to the size you need. Cover the dividers to match the box.

⇨ **Letter holder**. It is easy to remember to pay bills when they are put in a letter holder. You might use the heavy cardboard box that cheese comes in and cover it with paper or cloth.

⇨ **Receipt file**. A recipe file or small box makes a handy place to file receipts so that there is proof of bills paid. Receipts are also needed for tax records if deductions are itemized.

⇨ **Reminder pad**. Pads made from blank newsprint paper can be purchased inexpensively. These are great for figuring and for reminders.

⇨ **Small containers**. Use small boxes, margarine containers, small cans, or baby food jars for rubber bands, paper clips, and other supplies. Label them plainly.

⇨ **Valuable papers file**. Valuable papers may be kept in inexpensive, heavy envelopes in a box or old notebook tied with string to keep them secure, or you can use tabbed file folders. Be sure to label each envelope or folder and the box or notebook with the contents.

⇨ **Wastebasket**. A wastebasket can be made from a box, ice cream carton, old pail, or hat box. Cover or paint as desired.

# Money Doesn't Grow on Trees

Saving money and planning for the future is something that not many children think about. Our project, Money Doesn't Grow on Trees, gives children the opportunity to better understand the importance of saving money.

With children often asking the questions, "Why save money?", we quickly realized that they do not comprehend what is truly going on. By identifying this concern, we were able to begin the FCCLA Planning Process. Our goal was to better prepare younger generations for their future financial security. We planned to follow-up on the bank that was started last year by the Early Childhood Professions Class. This year our Early Childhood Professions Class, along with the First National Bank in Lockney, decided to take the bank a step further and opened a branch bank at Lockney Jr. High. Because we wanted to expand the knowledge of banking and increase the number of accounts, we focused on the Kindergarten and First grade classes. We chose these age groups because of the knowledge we have gained through attending training sites, where we interact with young children twice a week.

After we felt we had a strong plan we acted on the plan. To grab the attention of the children and make our lesson more effective, we passed out chocolate coins. We found through our observation of children's books, that "Absolutely Positively Alexander" books by Judith Viorst are very catching and interesting to these age groups. Surprisingly, we found that *Alexander, Who Used to Be Rich Last Sunday* fit our need for a successful lesson. Since hands on activities help a child better understand what is going on, we had the children draw a picture of what they wanted to save their money for, either now or in the future. We then told them to place this picture close to their piggy bank as a reminder to save their money. Some of the children even explained their picture to the class.

We have found that by handing out different incentives, monthly, the children are more eager to deposit money in the branch bank. Having their own account numbers and passbooks, receiving their own statements every six weeks, and depositing money by themselves each Friday truly made them feel responsible, like "adults." Not only do we feel that our project taught the children how to save money, but also leadership, to prepare them for the future. Even though this project focused on children, we also gained a better understanding of financial management. Since our involvement with this project, the branch bank has 266 accounts, with deposits totalling $11,451.69. All three of us felt that our project was truly a huge success.

Contributed by Lockney High School.

# Brochure Assessment

**Part A**: Circle the number that indicates how effectively the brochure meets the stated criteria.

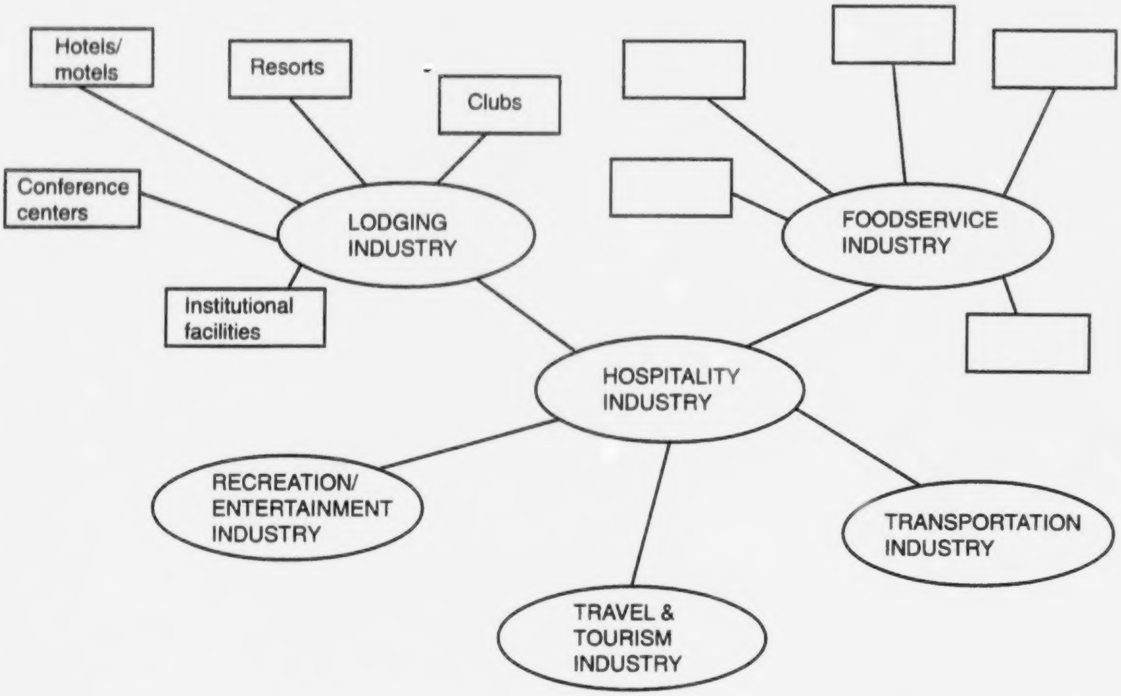
| | 3 | 2 | 1 |
|---|---|---|---|
| **Quality of Research** | Accurate analysis of the research<br>Reliable sources<br>Three or more references used | Fair degree of accuracy<br>Some reliability of resources<br>Two references used | Basic information with inaccuracies<br>Questionable reliability<br>One reference used |
| | 3 | 2 | 1 |
| **Application of Knowledge** | Demonstrates in-depth understanding of the topic<br>Accurately uses information in the brochure | Demonstrates general understanding of the topic<br>Uses research information with a fair degree of accuracy in the brochure | Lacks understanding of the topic<br>Uses only the basic parts of the information; several misconceptions |
| | 3 | 2 | 1 |
| **Written Presentation** | Well organized content<br>Attractive, well-designed format<br>Message is clear and easy to understand<br>Typed or computer-formatted<br>Strong eye appeal | Generally well-organized content<br>Adequate design for format<br>Message is sufficiently understood<br>Typed or computer-formatted<br>Adequate appeal | Unorganized content; hard to follow<br>Unattractive format<br>Message is difficult to understand<br>Handwritten or type lacks neatness |
| | 3 | 2 | 1 |
| **Creativity** | Imaginative; originality demonstrated<br>Graphics that make the work "come alive" | Adequate creativity<br>Some use of graphics that add to the presentation | Lacks originality<br>Few or no graphics used, or graphics do not relate to text |

Brochure Assessment, Cont'd.

**Part B**: Write a paragraph that describes how you can use the knowledge gained from this activity.

Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

# Web Diagram


Hotels/ motels
Resorts
Clubs
Conference centers
Institutional facilities
LODGING INDUSTRY
FOODSERVICE INDUSTRY
HOSPITALITY INDUSTRY
RECREATION/ ENTERTAINMENT INDUSTRY
TRAVEL & TOURISM INDUSTRY
TRANSPORTATION INDUSTRY

# Internet Terminology

| | |
|---|---|
| **AUP** | *Acceptable Use Policy*; a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use |
| **Bookmarks** | a list on your computer of your favorite Web pages |
| **Browser** | a special software program used to navigate the World Wide Web |
| **Download** | to copy information from another computer (Note: Upload means to send information to another computer.) |
| **E-mail** | Electronic mail; exchange of messages with people around the world over the Internet |
| **FAQ** | *Frequently Asked Questions*; files containing common questions asked and their answers |
| **Home Page** | the first page you see when you start your Web browser |
| **HTML** | *Hypertext Markup Language*; programming language used for creating Web pages |
| **Hypertext** | text on a Web page that contains links to other Web pages |
| **Internet** | the global computer network that connects millions of computers |
| **ISP** | *Internet Service Provider*; a company that provides access to the Internet through a phone line |
| **Netiquette** | rules of conduct for Internet users |
| **URL** | *Uniform Resource Locator*; the address used to locate a specific Web page |
| **Web Page** | a document stored on a computer that contains information and possibly graphics, sound, and even movies |
| **Web Site** | a university, government agency, or company that stores Web pages that you can view |
| **WWW** | World Wide Web; an Internet system that offers vast amounts of information |

# Netiquette

*Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:*

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [ :) ] to show you are kidding.

# Activity Assessment

**Activity:**

| Criteria | 3 | 2 | 1 |
|---|---|---|---|
| Depth and breadth of research | offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references | relates major facts to the basic topic with fair degree of accuracy; uses two references | provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference |
| Application of knowledge | demonstrates in-depth understanding of the topic; accurately employs all parts of the information | demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy | lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic |
| Written/Oral communication | presents a well organized presentation; message is easily understood | presents a somewhat organized presentation; message is vague | presentation is unorganized; message tends to wander or ramble and hard to understand |
| Creativity | imaginative, self-initiated finding and use of resources; extensive originality in presentation | considers provided materials; demonstrates adequate originality in presentation | lacks initiative when finding and using resources; lacks originality in presentation |

**Self-Reflection:** On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

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